Iowa Area Education Agencies
Comprehensive Improvement Planning
Annual Progress Reporting

Technical Assistance Guide

Continuous Improvement and Accreditation

Iowa Department of Education
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Acknowledgements

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1. Develop criteria for accreditation decisions relating to each AEA standard for services.
2. Develop guidance for the development of the AEA Comprehensive Improvement Plan (CIP), including checklists of requirements and examples.
3. Develop guidance for the development of the AEA Annual Progress Report (APR), including checklists of requirements.

Without the contributions by these committee members, this project would not have been possible. The Department extends a sincere thank you to the following individuals:

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Section A

Technical Assistance Guide Overview

Intent:
Area Education Agencies (AEAs), as a part of Iowa's early childhood through twelfth grade educational system, exist to provide leadership and equitable services for school improvement to schools and school districts to enable every learner to perform at higher education levels.

Technical Assistance Design

This technical assistance guide is designed to assist area education agencies (AEAs) in developing and implementing continuous improvement plans, developing annual progress reports, and determining whether services meet the criteria for standards. This design includes the following:

- **Section B**   AEA Comprehensive Improvement Planning
- **Section C**   AEA Annual Progress Reporting
- **Section D**   AEA Criteria for Standards and
            AEA Services Support for Standards
- **Section E**   Appendices
    - Glossary of terms
    - AEA Chapter 72 Rules
    - AEA Comprehensive Improvement Plan (CIP) Checklist of requirements for 2002-03
    - AEA Annual Progress Report (APR) Checklist of requirements for 2002-03

History of AEA Continuous Improvement by Kay Graber, former public information specialist, AEA 10, September 2001
(Condensed)

AEA Pre-accreditation History
Iowa's fifteen area education agencies, or AEAs as they are commonly called, have been in existence since 1975. The Iowa Legislature had previously passed HF1163 (Iowa Code Chapter 1172) in the spring of 1974, setting out in specific detail the organization, governance, programs and services, funding, and boundaries of Iowa's system of educational service agencies. The legislation took effect July 1, 1975.

The purpose of the AEAs was to ensure that every child in Iowa had access to equal educational opportunities. The legislation declared the AEA mission to be the provision of "an effective, efficient, and economical means of identifying and serving children under five years of age through grade twelve who require special education" and to "provide for media services and other programs and services for pupils in grades kindergarten through twelve." The "other programs and services," though optional, were further defined as

"in-service training; educational data processing; research, demonstration projects and models; and auxiliary services for children requiring special education."

The AEAs were to serve as intermediate links between the State Department of Public Instruction [now the Iowa Department of Education] and local school districts, replacing, consolidating and enhancing the functions of the 99 county superintendent offices. AEAs were cautioned not to duplicate programs offered by any other school corporation in the state.

The impetus for establishing the AEA system was strong and led to an organizational structure that emphasized statewide access to special education and media services through a regional delivery system. The statute also identified the same sixteen service areas already identified through 1965 legislation that established the state's merged area schools and community colleges. The sixteen areas were based on travel and service efficiency; however, Area 8 was never formed. Thus, there is an AEA 16 but no AEA 8.

AEA Accreditation - First Round (1998-2001)
In 1996, the Iowa Legislature completed a comprehensive revision of the 1974 statute. The rule defined six program and service areas: school/community planning, curriculum, professional development, special education, instructional media and school technology. Also reviewed were continuous improvement criteria, indicators of quality and general standards.   The first accreditation cycle was completed during the 2000-01 school year.

AEA Accreditation – Current Status
In August 2001, revised Chapter 72 rules went into effect that identify nine standards for services: school-community planning; professional development; curriculum, instruction and assessment; diverse learning needs of all children and youth; media services; school technology; leadership; and management services. Rule revision has reduced the number of accreditation check points and focuses services on agency-wide needs data, goals, client outcomes and standards for services. Beginning with the 2001-02 school year, new legislation also changed the accreditation cycle to every five years.

AEA Continuous Improvement

AEAs must engage in continuous improvement designed to enhance services that provide support for improved student learning. The following two models show the relationship between continuous improvement processes and AEA accreditation components. Efforts to meet accreditation requirements should be framed within the continuous improvement model.

Goal Setting

As the AEA collects data indicating needs, including mandatory information, the agency uses this information to establish agency-wide goals. These goals are not all inclusive of every service the agency provides; they serve to focus the agency on the priorities that exist for full agency support relating to identified needs. The agency will provide services that do not align to agency-wide goals; as a result, the CIP is not intended to include every service the agency offers.

Action Planning

Once agency-wide goals are established, the agency determines those services and actions necessary to support each established agency-wide goal. Initially, areas of prioritized agency-wide need should drive this process. As the agency structures services and actions to support established agency-wide goals, action plans should be developed to support the implementation of these services and actions.

Support for Standards

The development of action plans described in this guide will help the agency determine adequate support for AEA standards for services. All standards for services must be supported by some AEA service or action. However, there is no need to organize established goals or services/actions by standards areas; support for standards is embedded in the aggregate of services and actions in the actions plans that support agency-wide goals.

Once services and actions are designed to support established goals, the agency will be able to crosswalk the designated services and actions to standards for services. This crosswalk will illustrate whether or not the agency has adequately supported each standards area. A particular service or action may support multiple standards or one standard only. The aggregate of services and actions supporting each standard must meet the criteria for standard for services described later in this guide.

Reporting

The agency then reports progress toward established agency-wide goals in its annual progress report. This information becomes needs assessment data as the agency revises it services and actions.

AEA Comprehensive Improvement

(Note: This model contains three agency-wide goals. The number of goals is an agency decision.)

Agency-wide Needs Assessment: Current Reality

Agency-wide Goals: Desired State

| Goal #1 | Goal #2 | Goal #3 |

Action Plan
Services
**Designed To
Support Goal**

Action Plan
Services
**Designed To
Support Goal**
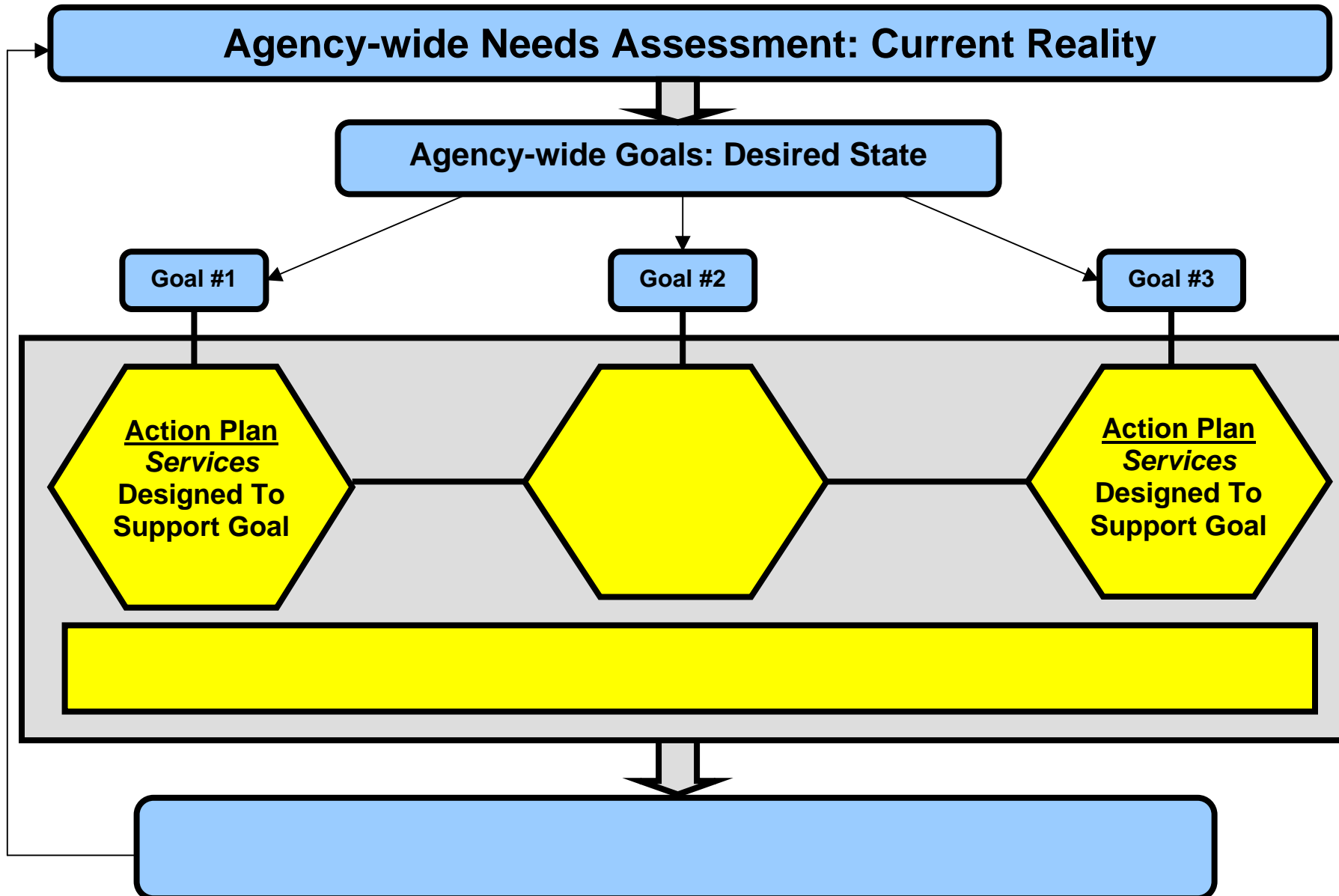
AEA Accreditation

Accreditation ensures that each area education agency provides equitable, effective, and efficient services to improve student learning across Iowa. The intent is that all schools in Iowa are provided high-quality services regardless of geographic and demographic differences. Efforts to meet accreditation requirements should be framed within the continuous improvement model.

AEA Accreditation Components
- AEA Comprehensive Improvement Plan
- AEA Annual Budget
- AEA Annual Progress Report
- AEA Standards for Services

To be fully accredited in Iowa, an area education agency must meet Standards for Services and all requirements for the Comprehensive Improvement Plan, Annual Budget, and Annual Progress Report. The accreditation for an AEA applies to the agency as a whole, not by work units within the AEA structure.
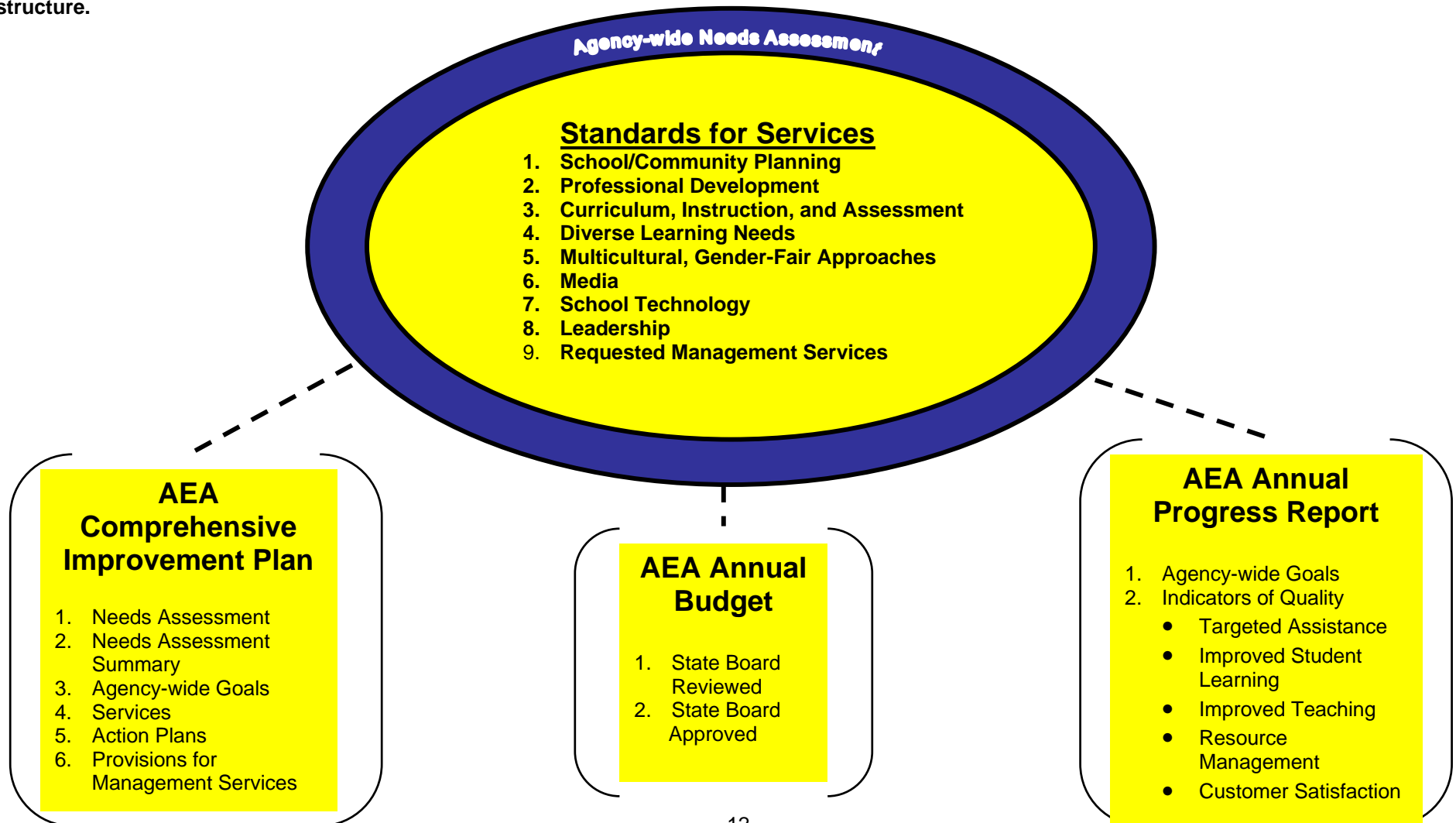
AEA Accreditation and Cross-Agency Services
An AEA may contract services from other AEAs or other entities, an AEA may collaborate with other AEAs or other entities to develop, deliver, and/or evaluate services; however, the individual AEA is responsible to meet all requirements for accreditation.

AEA Accreditation Components
281—IAC 72.3

To be fully accredited in Iowa, an area education agency must meet Standards for Services and all requirements for the Comprehensive Improvement Plan, Annual Budget, and Annual Progress Report. The accreditation for an AEA applies to the agency as a whole, not by work units within the AEA structure.

Agency-wide Needs Assessment

Standards for Services
1. **School/Community Planning**
2. **Professional Development**
3. **Curriculum, Instruction, and Assessment**
4. **Diverse Learning Needs**
5. **Multicultural, Gender-Fair Approaches**
6. **Media**
7. **School Technology**
8. **Leadership**
9. **Requested Management Services**

AEA Comprehensive Improvement Plan
1. Needs Assessment
2. Needs Assessment Summary
3. Agency-wide Goals
4. Services
5. Action Plans
6. Provisions for Management Services

AEA Annual Budget
1. State Board Reviewed
2. State Board Approved

AEA Annual Progress Report
1. Agency-wide Goals
2. Indicators of Quality
   - Targeted Assistance
   - Improved Student Learning
   - Improved Teaching
   - Resource Management
   - Customer Satisfaction

Chapter 72 AEA Accreditation: Timelines						
AEAs	**Spring, 04**	**Spring, 05**	**Spring, 06**	**Spring, 07**	**Spring, 08**	**Spring, 09**
14	APR New Plan	APR	APR	APR	APR **Site Visit in April/May**	APR New Plan
7, 8, 15	APR **Site Visit in April/May**	APR New Plan	APR	APR	APR	APR **Site Visit in April/May**
4, 9, 11,	APR	APR **Site Visit in April/May**	APR New Plan	APR	APR	APR
1, 13, 16	APR	APR	APR **Site Visit in April/May**	APR New Plan	APR	APR
10, 12	APR	APR	APR	APR **Site Visit in April/May**	APR New Plan	APR

Section B

AEA Comprehensive Improvement Plan (CIP)

Intent:
The AEA Comprehensive Improvement Plan provides a framework for the agency to continuously improve the services it provides. The plan serves to focus agency services, actions, and resources for identified agency-wide needs.

AEA Comprehensive Improvement Plan (CIP)

The following section provides information about the CIP component in **bold.**

1. **Needs Assessment**
2. Needs Assessment Summary
3. Agency-wide Goals
4. Services
5. Action Plans
6. Provisions for Management Services

Needs Assessment
281—IAC 72.9(1)(a)

Needs Assessment means determining, from a variety of information sources on an ongoing basis, the needs of internal and external clients.

Does not meet requirements	Meets requirements	Exceeds requirements
• The needs assessment process is not described.	• The plan describes the process used to identify needs. 281—IAC 72.9(1)(a)	• The description of the needs assessment process includes a summary of the various instruments and data/information sources used. • The description of the needs assessment process includes methods of collection for the data or information used. • The description of the needs assessment process includes groups or individuals from whom data are accessed, such as AEA staff, area schools and students, teachers and administrators, and representatives of other public and private agencies. • The plan describes both the internal (AEA capacity) and external (between the AEA and clients) processes used to gather and analyze needs information. • Timelines for data collection are included, showing how the agency's needs assessment process is ongoing. • The needs assessment process includes data collection from other AEAs (i.e., data from cross-agency collaboration). • The plan describes data collection from or in coordination with other partners with which the AEA shares customers.
• The needs assessment process described in the plan is not ongoing.	• The plan describes an ongoing needs assessment process. 281—IAC 72.9(1)(a)	
• The needs assessment process is not agency-wide.	• The needs assessment process is agency-wide. 281-IAC 72.9(1)(a)	

Essential Questions: Needs Assessment

- What does the agency want to know about teaching and learning in its region, in Iowa, in the nation?
- What does the agency want to know about the service it provides?
- What internal and external information does the agency need to collect to get these answers?
- How can the agency assure that its needs assessment process is continuous, rather than a series of isolated data collection events?
- Has the agency considered how it can capture information it already has, to use as part of its bank of needs assessment information?
- How can the agency involve all staff in needs assessment?
- In what ways will staff interact with the needs assessment data?
- What is the current state of student achievement in the agency's region, in Iowa, and in the nation?
- What is the current state of the learning environments of students?
- What resources does the agency need to allocate to the process of collecting and analyzing needs assessment data?
- What individuals, groups, and agencies (community and corporate) should be involved, both as sources of information and as a part of the process of making meaning from the results?
- How can the agency structure its needs assessment so that it will provide data over time to demonstrate growth or improvement?
- If the agency gathers data it doesn't use, what are the implications?
- How does the agency's needs assessment data lead to the development of agency-wide goals?

Continuous Improvement Linkages

- Needs assessment includes data from evaluations of services.
- Data reported in AEA annual progress reports become needs assessment information for continuous plan development.
- Progress toward agency-wide goals is needs assessment data.
- If the AEA implements action plans successfully, a change in trend line data should be noticed.

Considerations

- The data management system should provide the means by which all agency-wide data are stored and used over time.
- Agency staff should understand their roles and responsibilities in the collection, analysis, and use of needs assessment data.
- The agency should consider developing a structured process by which services that are not supported by needs assessment are eliminated or restructured, with the exception of those services required by law.
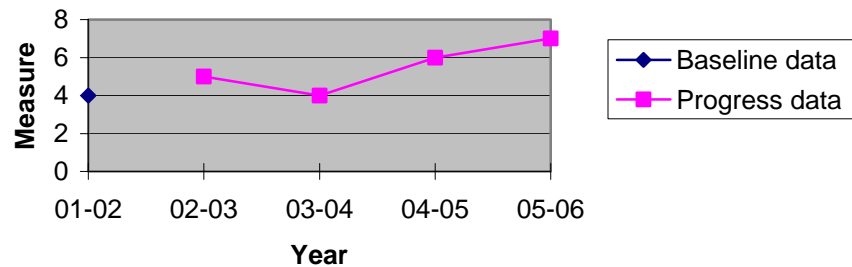
Sample Organizers for Needs Assessment Data

(These sample organizers are not intended to represent the total needs assessment data collected by an agency)

Progress toward Agency-wide Goals			
Agency-wide goal	Baseline Data	Annual Progress Data	Discussion
(1)			
(2)			
(3)			

Goal (1) graphic presentation

AEA 8 Goal (1) Baseline and progress data

Targeted Assistance
The AEA assists schools and school districts with needs evidenced in CSIPs by addressing teacher, school, and district learning needs

Customer satisfaction survey question		
Generally the AEA services that I have received or participated in met my professional needs.		
Total number of respondents to item	Number agree or highly agree	Percentage agree or highly agree
Customer Satisfaction Survey Question		
The AEA is responsive to my school's student learning needs.		
Total number of respondents to item	Number agree or highly agree	Percentage agree or highly agree
Priorities identified by agency analysis of district CSIPs, summaries of needs, goals, and student performance	(1) (2) (3)	
Priorities identified by DE feedback on district CSIPs and APRs	(1) (2) (3)	

Improved Student Learning: Reading Achievement Grade 4						
Grade	Group or subgroup	Number participating	Percentage participating	Percentage of group or subgroup at each proficiency level		
				Low	Intermediate	High
	Total					
	Gender:					
	Male					
	Female					
	Racial Ethnic:					
	White (not of Hispanic origin)					
	Black (not of Hispanic origin)					
	Hispanic					
	American Indian/ Alaskan Native					
	Asian/Pacific Islander					
	Other Racial Group					
	Low Socioeconomic Status (F/R)					
	Migrant					
	Students with Disabilities					
	English Language Learner (IEPs)					

Assessed (total and by subgroup)
% Assessed (total and by subgroup)
% in each achievement category
By grade
By subgroup: gender, IEP, ELL, SES, migrant, race

AEA Comprehensive Improvement Plan (CIP)

The following section provides information about the CIP component in **bold.**

1. Needs Assessment
2. **Needs Assessment Summary**
3. Agency-wide Goals
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Needs Assessment Summary
281—IAC 72.9(1)(b)

Needs Assessment Summary means the findings from needs assessments, from which agency-wide goals and action plans are derived to meet the needs of the internal and external clients.

Does not meet requirements	Meets requirements	Exceeds requirements
• The summary does not include findings from internal needs assessment about the implementation of the agency's continuous improvement model.	• The summary includes findings from internal needs assessment about the implementation of the agency's continuous improvement model. 281—IAC 72.9(1)(b)(1)(1)	• In addition to internal data from the region served by the AEA, relevant national and/or additional state information is included in findings of needs assessment to determine the needs of schools and school districts.
• The summary does not include findings from internal needs assessment about implementation of its services that respond to schools and school districts' needs.	• The summary includes findings from internal needs assessment about implementation of its services that respond to schools and school districts' needs. 281—IAC 72.9(1)(b)(1)(2)	• Data are included that provide information regarding anticipated future school and school district needs.
• The summary does not include findings from internal needs assessment about how the agency demonstrates proactive leadership.	• The summary includes findings from internal needs assessment about how the agency demonstrates proactive leadership. 281—IAC 72.9(1)(b)(1)(3)	• Data are disaggregated where possible and appropriate and presented in findings. • The process of summarizing needs assessment findings involves clients as well as agency staff.

Does not meet requirements	Meets requirements	Exceeds requirements
• The summary does not include findings from internal needs assessment about how the agency uses data to implement actions to improve student learning.	• The summary includes findings from internal needs assessment about how the agency uses data to implement actions to improve student learning. 281—IAC 72.9(1)(b)(1)(4)	
• The summary does not include findings from state indicator data for schools and school districts the agency serves.	• The summary includes findings from state indicator data for schools and school districts the agency serves. 281—IAC 72.9(1)(b)(2)	
• The summary does not include findings from reviews of comprehensive school improvement plans for the schools and school districts the agency serves.	• The summary includes findings from reviews of comprehensive school improvement plans for the schools and school districts the agency serves. 281—IAC 72.9(1)(b)(3)	
• The summary does not include findings from the Department of Education's comprehensive site visit reports for the schools and school districts the agency serves.	• The summary includes findings from the Department of Education's comprehensive site visit reports for the schools and school districts the agency serves. 281—IAC 72.9(1)(b)(4)	
• The summary does not include findings from the AEA's comprehensive site visit report(s).	• The summary includes findings from the AEA's comprehensive site visit report(s). 281—IAC 72.9(1)(b)(5)	
• The summary does not include findings from the Department of Education's statewide customer service survey.	• The summary includes findings from the Department of Education's statewide customer service survey. 281—IAC 72.9(1)(b)(6)	

Essential Questions: Needs Assessment Summary

- What process does the agency use to translate data into statements of need that point the way to agency-wide goals and action plans?
- What internal and external stakeholders should be involved in creating the needs assessment summary?
- How will the agency clearly demonstrate alignment of needs assessment findings and data?
- How will the decision be made as to what data will be included in the summary?

Continuous Improvement Linkages

- Data collected on progress toward goals is another form of needs assessment.
- Needs assessment results drive agency-wide goals.
- Decisions about services to offer and how they should be configured are driven by needs assessment results and address all standards.
- Action plans may include data that demonstrate a need for the service.

Considerations

- Consider collaborating with other AEAs on the analysis of system-wide needs data.

AEA Comprehensive Improvement Plan (CIP)

The following section provides information about the CIP component in **bold.**

1. Needs Assessment
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3. **Agency-wide Goals**
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Agency-Wide Goals
281—IAC 72.9(1)(c)

Agency-Wide Goals means desired targets to be reached over an extended period of time, derived from agency-wide needs assessment and state and local student learning needs, and upon which services are focused.

Does not meet requirements	Meets requirements	Exceeds requirements
• Agency-wide goals are not developed as a result of needs assessment findings.	• Agency-wide goals are developed as a result of needs assessment findings. 281—IAC 72.9(1)(c)	• Agency-wide goals are written in terms of outcomes that will be attained by the agency's clients as a result of services delivered by the AEA.
• Agency-wide goals are not measurable.	• Agency-wide goals are measurable.281—IAC 72.9(1)(c)	• Goals reflect coordination and collaboration among and across AEAs, other agencies, and the Department.
• Agency-wide goals are not focused on assisting schools and school districts with the school improvement process as evidenced in the indicators of quality.	• Agency-wide goals are focused on assisting schools and school districts with the school improvement process as evidenced in the indicators of quality. 281—IAC 72.9(1)(c)	
• Agency-wide goals are not focused on assisting schools and school districts with improving teaching as evidenced in the indicators of quality.	• Agency-wide goals are focused on assisting schools and school districts with improving teaching as evidenced in the indicators of quality. 281—IAC 72.9(1)(c)	
• Agency-wide goals are not focused on assisting schools and school districts with improving learning as evidenced in the indicators of quality.	• Agency-wide goals are focused on assisting schools and school districts with improving learning as evidenced in the indicators of quality. 281—IAC 72.9(1)(c)	

Examples of Agency-wide Goals

- Increase the percentage of schools and school districts that "meet" their annual improvement goals in reading.
- Reduce the achievement gap between students who quality for free and reduced lunch and those who do not in the area of mathematics problem-solving.
- Increase the percentage of students proficient in science across the agency.

Essential Questions: Agency-wide Goals

- In establishing agency-wide goals, did the agency examine needs assessment information from a variety of sources?
- How are agency-wide goals written so they are measurable?
- How will the agency measure its agency-wide goals?
- How can the agency ensure that customers will understand the agency wide goals?
- How can the agency increase the commitment to the agency-wide goals over time?
- How are agency-wide goals written in terms of outcomes that will be attained by customers or clients as a result of services delivered?

Continuous Improvement Linkages

- Agency-wide goals align with the needs assessment summary.
- Agency-wide goals drive development of services.

Considerations

- The AEA might collaborate with other AEAs on the development of agency-wide goals.
- The AEA might consider a communication plan to inform stakeholders of agency-wide goals and aligned services.
- Consider clarifying the roles of internal stakeholders, including board members, regarding support of agency-wide goals.
- Consider developing a process to periodically review agency-wide goals for relevance.

AEA Comprehensive Improvement Plan (CIP)

The following section provides information about the CIP component in **bold.**

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Services
281—IAC 72.9(1)(d)

A **Service** means a set of actions which work together to achieve agency-wide goals.

Does not meet requirements	Meets requirements	Exceeds requirements
• Services are not identified in the CIP.	• Services are identified in the CIP. 281-IAC 72.9(1)	• Services include actions or initiatives conducted in partnership with other agencies within the service region of the AEA. • Services include actions developed or delivered collaboratively with other AEAs.
• The plan does not describe services developed to meet the agency-wide goals.	• The plan describes services developed to meet the agency-wide goals. 281—IAC 72.9(1)(d)	• Services are sustainable over time. • Improvement targets are set for each service.
• The plan does not describes services that meet the standards in 281—IAC 72.4(1) through (8).	• The plan describes services that meet the standards in 281—IAC 72.4(1) through (8). 281—IAC 72.9(1)(d)	

The standards for services in 281—IAC 72.4 are statements about general types or classes of assistance that must be provided by AEAs. "Services" to be identified in the CIP are clusters of actions provided for clients that move the agency toward its agency-wide goals. Each service may meet more than one standard for services. For example, a service called "Assisting school administrators to implement school improvement plans" may be a long-term effort that includes staff development, technology assistance, and media consulting. When all the services an AEA identifies in its CIP are viewed together, the aggregate of the services must meet all standards except the last one, "Provisions for Management Services." That standard is treated separately because it addresses optional contractual arrangements between AEAs and public school districts.

Example of alignment among an agency-wide goal, a service, and actions

Agency-wide goal: Reduce the achievement gap between students who quality for free and reduced lunch and those who do not in the area of mathematics problem-solving.

Service: Building capacity for the use of research-based instructional strategies in mathematics problem-solving.

Actions: --integrate action research into mathematics instruction.
--facilitate schools' implementation of strategies for all students relating to math problem-solving.
--facilitate schools' understanding and use of effective strategies with students of poverty.
--integrate technology to store, compile and analyze instructional implementation and student achievement data to modify instruction in mathematics problem-solving.

Essential Questions: Services
- How does the agency define a "service" and communicate that service to staff and clients?
- How does the agency assure that its services, taken as a whole, meet the standards for service?
- What process with the agency use to review the aggregate of agency service against the Criteria for Standards?
- How does the agency determine which services it could provide in cooperation with another AEAs or agencies?
- How does the agency prioritize which services it will or will not provided?
- How does the agency determine if a service and/or action is no longer needed?

Continuous Improvement Linkages
- Services are designed to support agency-wide goals.
- The aggregate of services meets the eight standards for service in 281—IAC 72.4(1) through (8).
- The aggregate of services meets the criteria for standards for services. (See Accreditation Processes Section.)

Considerations
- Multiple AEAs may collaborate to provide services.
- Once the agency determines the services it will provide to meet agency-wide goals, the agency determines how to effectively deliver the service (e.g., cross-divisional time, personnel, and budget).

AEA Comprehensive Improvement Plan (CIP)

The following section provides information about the CIP component in **bold.**

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Action Plans
281—IAC 72.9(1)(e)

Action Plans means what the AEA does to meet agency-wide goals.

Does not meet requirements	Meets requirements	Exceeds requirements
• Action plans do not include agency-wide actions to accomplish agency-wide goals.	• Action plans include agency-wide actions to accomplish agency-wide goals. 281—IAC 72.9(1)(e)	• Action plans include performance measures by which progress will be judged.
• Action plans do not include provisions for equitable availability of services.	• Action plans include provisions for equitable availability of services. 281—IAC 72.9(1)(e)	• Implementation timelines are specified in action plans. • Action plans include the coordination and collaboration of services from multiple AEAs (i.e., cross-agency).
• Action plans do not reference agency-wide data sources.	• Action plans reference agency-wide data sources. 281—IAC 72.9(1)(e)(1)	• Action plans include the coordination and collaboration of services from other public service entities (e.g., higher education).
• Action plans do not include agency-wide baseline data.	• Action plans include agency-wide baseline data. 281—IAC 72.9(1)(e)(2)	• Evaluation of multiple data sources influences subsequent agency actions in the goal area.
• Action plans do not include services to meet agency-wide goals.	• Action plans include services to meet agency-wide goals. 281—IAC 72.9(1)(e)(3)	
• Action plans do not include information about agency-wide funding resources to deliver services to meet agency-wide goals.	• Action plans include information about agency-wide funding resources to deliver services to meet agency-wide goals. 281—IAC 72.9(1)(e)(4)	
• Action plans do not include information about agency-wide staff allocations to deliver services to meet agency-wide goals.	• Action plans include information about agency-wide staff allocations to deliver services to meet agency-wide goals. 281—IAC 72.9(1)(e)(4)	

Does not meet requirements	Meets requirements	Exceeds requirements
• Action plans do not include information about agency-wide time resources to deliver services to meet agency-wide goals.	• Action plans include information about agency-wide time resources to deliver services to meet agency-wide goals. 281—IAC 72.9(1)(e)(4)	
• Action plans do not provide information about how services are delivered.	• Action plans provide information about how services are delivered. 281—IAC 72.9(1)(e)(4)	
• Action plans do not designate the responsible parties who will monitor implementation of services.	• Action plans designate the responsible parties who will monitor implementation of services. 281—IAC 72.9(1)(e)(5)	
• Action plans do not include a system for measuring the efficiency of services.	• Action plans include a system for measuring the efficiency of services. 281—IAC 72.9(1)(e)(6)	
• Action plans do not include a system for measuring the effectiveness of services.	• Action plans include a system for measuring the effectiveness of services. 281—IAC 72.9(1)(e)(6).	
• Action plans do not include a process for reporting progress toward agency-wide goals.	• Action plans include a process for reporting progress toward agency-wide goals. 281—IAC 72.9(1)(e)(7)	
• Action plans do not include evidence of meeting all standards for services.	• Action plans include evidence of meeting all standards for services. 281-IAC 72.9(1)(e)	

The following is a sample action plan template that contains the minimum requirements listed in 281-IAC 72.9(1)(e). *The format of an agency-wide action plan is a local decision.*

Sample AEA Action Plan for One Agency-wide Goal

Agency-wide Baseline Data Summary of Findings:
Agency-wide Data Source(s) Used for Establishment of this Goal:
Agency-wide Goal: Reduce the achievement gap between students who qualify for free and reduced lunch and those who do not in the area of mathematics problem-solving.
Standards Codes: **SC**=School-Community, **PD**=Professional Development, **CIA**=Curriculum/Instruction/Assessment, **DL**=Diverse Learning Needs, **MCGF**=Multicultural/Gender-Fair, **ME**=Media, **ST**=School Technology, **LE**=Leadership

Baseline Data	Data Source	Service	Actions	Standard(s) Supported
		Service: Building capacity for the use of research-based instructional strategies in mathematics problem-solving.	Action: integrate action research into mathematics instruction Method(s) of Delivery:	
			Action: facilitate schools' implementation of strategies for all students relating to math problem-solving	
		Intended Recipient of Service:	Method(	

This sample is intended to show the difference between a service and an action. See definitions for more information.

This column connects the action to the standard for services it supports. An action could support more than one standard.
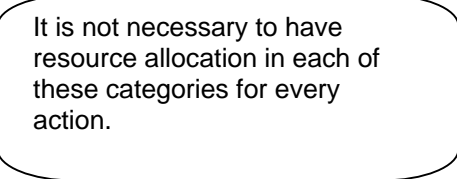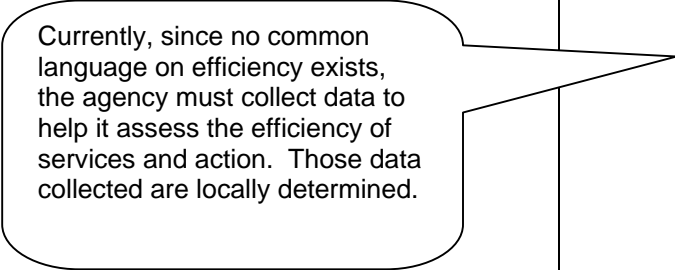
Baseline Data	Data Source	Service	Actions	Standard(s) Supported
			Action: facilitate schools' understanding and use of effective strategies with students of poverty. Method(s) of Delivery:	
			Action: integrate technology to store, compile and analyze instructional implementation and student achievement data to modify instruction in mathematics problem-solving. Method(s) of Delivery:	
		Service: *The number of actions necessary to support a service is a local decision. These actions may or may not be cross-divisional.*	Action: Method(s) of Delivery:	
			Action: Method(s) of Delivery:	
		Intended Recipient of Service:	Action: Method(s) of Delivery:	

Baseline Data	Data Source	Service	Actions	Standard(s) Supported
			Action: Method(s) of Delivery:	
		Service: Intended Recipient of Service:	Action: Method(s) of Delivery:	
			Action: Method(s) of Delivery:	
			Action: Method(s) of Delivery:	
			Action: Method(s) of Delivery:	
		Service: Intended Recipient of Service:	Action: Method(s) of Delivery:	
			Action: Method(s) of Delivery:	

The agency should use baseline data and all trend line data available. See definitions for additional information.

Method(s) for delivery refer to the mechanisms used to implement the action with recipients of the actions.

The number of services necessary to support an agency-wide goal is a local decision. These services may or may not be cross-divisional.

Actions These are the same actions contained in the first part of the action plan.	Agency-wide Resources (funding, personnel, and/or time)	Responsible Parties	Monitoring of Implementation of Actions	Evaluation of Services **Effectiveness** (change in baseline data as a result of this service) **Efficiency** (time, personnel, duplication, cost)
Action: integrate action research into mathematics instruction Method(s) of Delivery:	Funding: Personnel: Time:	It is not necessary to have resource allocation in each of these categories for every action.		Effectiveness of service: Efficiency of service:
Action: facilitate schools' implementation of strategies for all students related to math problem solving Method(s) of Delivery:	Funding: Personnel: Time:	Currently, since no common language on efficiency exists, the agency must collect data to help it assess the efficiency of services and action. Those data collected are locally determined.		
Action: facilitate schools' understanding and use of effective strategies with students of poverty Method(s) of Delivery:	Funding: Personnel: Time:			

Actions These are the same actions contained in the first part of the action plan.	Agency-wide Resources (funding, personnel, and/or time)	Responsible Parties	Monitoring of Implementation of Actions	Evaluation of Services **Effectiveness** (change in baseline data as a result of this service) **Efficiency** (time, personnel, duplication, cost)
Action: integrate technology to store, compile, and analyze instructional implementation and student achievement data to modify instruction in mathematics problem solving Method(s) of Delivery:	Funding: Perso Time:	How will the agency track how well actions are being implemented? What implementation data might the agency collect? At what proficiency is the implementation occurring?		
Action: Method(s) of Delivery:	Funding: Personnel: Time:			Effectiveness of service: Efficiency of service:
Action: Method(s) of Delivery:	Funding: Personnel: Time:			
Process for Reporting Progress Toward the Agency-wide Goal (for which these actions are designed):				

Sample AEA Action Plan Template for One Agency-wide Goal

Agency-wide Baseline Data Summary of Findings:
Agency-wide Data Source(s) Used for Establishment of this Goal:
Agency-wide Goal:
Standards Codes: **SC**=School-Community, **PD**=Professional Development, **CIA**=Curriculum/Instruction/Asessment, **DL**=Diverse Learning Needs, **MCGF**=Multiculural/Gender-Fair, **ME**=Media, **ST**=School Technology, **LE**=Leadership

Baseline Data	Data Source	Service	Actions	Standard(s) Supported
		Service:	Action: Method(s) of Delivery:	
			Action: Method(s) of Delivery:	
		Intended Recipient of Service:	Action: Delivery:	
			Action: Method(s) of Delivery:	

Baseline Data	Data Source	Service	Actions	Standard(s) Supported
		Service:	Action: Method(s) of Delivery:	
			Action: Method(s) of Delivery:	
		Intended Recipient of Service:	Action: Method(s) of Delivery:	
			Action: Method(s) of Delivery:	
		Service:	Action: Method(s) of Delivery:	
			Action: Method(s) of Delivery:	
		Intended Recipient of Service:	Action: Method(s) of Delivery:	

Baseline Data	Data Source	Service	Actions	Standard(s) Supported
			Action: Method(s) of Delivery:	
		Service:	Action: Method(s) of Delivery:	
			Action: Method(s) of Delivery:	
		Intended Recipient of Service:	Action: Method(s) of Delivery:	
			Action: Method(s) of Delivery:	

Actions	Agency-wide Resources (funding, personnel, and/or time)		Responsible Parties	Monitoring of Progress	Evaluation of Services **Effectiveness** (change in baseline data as a result of this service) **Efficiency** (time, personnel, duplication, cost)
Action: Method(s) of Delivery:	Funding: Personnel: Time:				Effectiveness of service: Efficiency of service:
Action: Method(s) of Delivery:	Funding: Personnel: Time:				
Action: Method(s) of Delivery:	Funding: Personnel: Time:				
Action: Method(s) of Delivery:	Funding: Personnel: Time:				Effectiveness of service: Efficiency of service:

Actions	Agency-wide Resources (funding, personnel, and/or time)		Responsible Parties	Monitoring of Progress	Evaluation of Services **Effectiveness** (change in baseline data as a result of this service) **Efficiency** (time, personnel, duplication, cost)
Action: Method(s) of Delivery:	Funding: Personnel: Time:				
Action: Method(s) of Delivery:	Funding: Personnel: Time:				
Process for Reporting Progress Toward the Agency-wide Goal (for which these actions are designed):					

Essential Questions: Action Plans

- What resources does the agency have to inform and support action planning?   Should the AEA collaborate with other agencies to develop those resources?
- How does the agency determine who should be involved, both inside and outside the agency, in the development of agency-wide action plans?
- How does the agency involve those that will deliver services in planning?
- What process is in place to monitor the implementation of agency-wide action plans?
- How will agency leadership ensure that progress monitoring occurs and is communicated?

Continuous Improvement Linkages

- Services and actions are aligned with agency-wide goals.
- Data from evaluation of services are used in the agency annual progress report.
- The aggregate of services across agency-wide action plans will meet the "standards for services" and "criteria for standards."

Considerations

- The agency-wide action plans may contain services that are provided through other agencies or entities. However, the aggregate of services for an individual agency must meet the "standards for services" and "criteria for standards."
- The agency has given consideration to ensuring that action plans are not written in isolation, one from the other?
- The agency has given consideration to ensuring that services delivery is coordinated for each agency-wide goal.

AEA Comprehensive Improvement Plan (CIP)

The following section provides information about the CIP component in **bold.**

1. Needs Assessment
2. Needs Assessment Summary
3. Agency-wide Goals
4. Services
5. Action Plans
6. **Provisions for Management Services**

Provisions for Management Services
281—IAC 72.9(1)(f)

Provisions for management services means a description of how the agency will receive requests for, respond to, and charge for management services requested by a school district. *This standard does not apply to requests from accredited nonpublic schools.*

Does not meet requirements	Meets requirements	Exceeds requirements
• The plan does not describe how the agency provides management services if requested by a school district or districts.	• The plan provides a description of how the agency provides management services if requested by a school district or districts located in the area education agency. 281—IAC 72.9(1)(f).	• The plan includes a description of how the agency will receive requests for management services. • The plan includes a description of how the agency will process requests for management services. • Criteria are included for determining how or whether the AEA will provide equipment and services requested by school districts. • A timeline for responding to requests for management services is included. • The plan describes how the agency will set fees for management services it provides upon request of, and under contract to, school districts.
• The plan does not describe how the AEA will provide for furnishing expensive and specialized equipment for school districts.	• The plan describes how the AEA will provide for furnishing expensive and specialized equipment for school districts. Section 273.7A, Code of Iowa.	
• The plan does not describe how it will determine the costs of the specialized equipment and management services it provides.	• The plan describes how the AEA will determine the costs of the specialized equipment and management services it provides, which school districts shall pay to the area education agency. Section 273.7A, Code of Iowa.	
• The plan does not describe how the AEA will provide services authorized to be performed by area education agencies to other AEAs in Iowa.	• The plan describes how the AEA will provide services authorized to be performed by area education agencies to other AEAs in Iowa. Section 273.7A, Code of Iowa.	

Does not meet requirements	Meets requirements	Exceeds requirements
• The plan does not describe how the AEA will determine costs and methods of payment for services to other area education agencies in Iowa.	• The plan describes how the AEA will determine costs and methods of payment for services to other area education agencies in Iowa. Section 273.7A, Code of Iowa.	• A list of available management services is included. • The plan describes how the AEA will develop service agreements with other area education agencies in Iowa. • The plan describes how the AEA and districts for which it provides equipment and management services will jointly evaluate the provision of equipment and services. • The plan describes how the agency will enter into contracts with school districts located in the area education agency to provide management services. • The plan describes how the AEA will determine costs and methods of payment for services to other area education agencies, LEAs, and other agencies served in Iowa.

Essential Questions: Provisions for Management Services

- Who is the agency contact person for management services requests? Who and how will requests be processed?
- What policies and procedures does the agency have about provision of management services, and what additional policies and procedures might be needed?
- What management services has the agency provided in the past, and what has been learned about providing those services?
- How does the agency communicate to clients what management services are available and the process to request management services?

Continuous Improvement Linkages

- The agency might include any needs assessment data about management service in its needs assessment summary of findings.

Considerations

- The agency might design an evaluation process to determine the effectiveness and efficiency of management services.

CIP Submission Directions for 2003-04

- Using the Checklist provided in the Appendix, submit four copies of a new or amended CIP to the Department by April 1, 2004.
- Include a completed checklist with each CIP.
- Mail to Jeff Berger, Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50319.

Section C

AEA Annual Progress Reporting

Intent:
The Annual Progress Report is designed to communicate the annual progress with, at a minimum, aggregated agency-wide data for agency-wide goals and indicators of quality. The annual progress report is the agency's accountability document for the schools and school districts it serves, its board, the community and the Iowa Department of Education.

AEA Annual Progress Report (APR)

The following section provides information about the APR component in **bold.**

1. **Annual Progress Report**
2. Agency-wide Goals
3. Indicators of Quality
4. Targeted Assistance
5. Improved Student Learning
6. Improved Teaching
7. Resource Management
8. Customer Satisfaction

Annual Progress Report
281-IAC 72.10(2)

Annual Progress Report means that AEAs will create a product that communicates the annual progress with, at a minimum, aggregated agency-wide data for agency-wide goals and indicators of quality.

Does not meet the requirements	Meets requirements	Exceeds Requirements
• The Annual Progress Report is not submitted in writing to schools and school districts in the AEA region.	• The Annual Progress Report is submitted in writing to schools and school districts in the AEA region. 281-IAC 72.10(2)	• The Annual Progress Report is submitted using a variety of media formats in addition to a written report. • The Annual Progress Report is widely distributed to AEA constituents and the general public.
• The Annual Progress Report is not submitted in writing to the Department.	• The Annual Progress Report is submitted in writing to the Department. 281-IAC 72.10(2)	
• The Annual Progress Report is not made available to the public.	• The Annual Progress Report is made available to the public. 281-IAC 72.10(2)	
• The Annual Progress Report is not submitted annually.	• The Annual Progress Report is submitted annually. 281-IAC 72.10(2)	

AEA Annual Progress Report (APR)

The following section provides information about the APR component in **bold.**

1. Annual Progress Report
2. **Agency-wide Goals**
3. Indicators of Quality
4. Targeted Assistance
5. Improved Student Learning
6. Improved Teaching
7. Resource Management
8. Customer Satisfaction

Progress toward Agency-wide Goals
281-IAC 72.10(2)(a)

Does not meet the requirements	Meets requirements	Exceeds Requirements
• The Annual Progress Report does not include agency-wide baseline data for each agency-wide goal.	• The Annual Progress Report includes agency-wide baseline data for each agency-wide goal. 281-IAC 72.10(2)(a)(1)	• Multiple performance measures exist for each agency-wide goal. • Data from multiple performance measures are analyzed for each agency-wide goal. • Annual data on the performance measures for each goal are presented in a format that is easily understood by the public.
• The Annual Progress Report does not include agency-wide trend line data that demonstrates progress with each agency-wide goal as a result of services provided in each action plan.	• The Annual Progress Report includes agency-wide trend line data that demonstrates progress with each agency-wide goal as a result of services provided in each action plan. 281-IAC 72.10(2)(a)(1)	

AEA Annual Progress Report (APR)

The following section provides information about the APR component in **bold.**

1. Annual Progress Report
2. Agency-wide Goals
3. **Indicators of Quality**
4. Targeted Assistance
5. Improved Student Learning
6. Improved Teaching
7. Resource Management
8. Customer Satisfaction

Indicators of Quality
281-IAC 72.10(b)

Indicators of Quality means external data sources which measure the effectiveness of services.

Does not meet the requirements	Meets requirements	Exceeds Requirements
• The annual progress report does not include aggregated agency-wide baseline and trend line data from LEA state indicators.	• The annual progress report shall include aggregated agency-wide baseline and trend line data from LEA state indicators. 281-IAC 72.10(2)(b)	• The AEA uses additional data sources for analysis other than the following sources: -AEA Customer Satisfaction Survey -LEA CSIP data -Department feedback on LEA CSIP and APR.
• The annual progress report does not include aggregated agency-wide baseline and trend line data from the AEA state-wide Customer Satisfaction Survey.	• The annual progress report shall include aggregated agency-wide baseline and trend line data from the AEA state-wide customer satisfaction survey. 281-IAC 72.10(2)(b)	
• The annual progress report does not include aggregated agency-wide baseline and trend line data from school and school district comprehensive school improvement plans.	• The annual progress report shall include aggregated agency-wide baseline and trend line data from school and school district comprehensive school improvement plans. 281-IAC 72.10(2)(b)	
• The annual progress report does not include aggregated agency-wide baseline and trend line data from school and school district annual progress reports.	• The annual progress report shall include aggregated agency-wide baseline and trend line data from school and school district annual progress reports. 281-IAC 72.10(2)(b)	

AEA Annual Progress Report (APR)

The following section provides information about the APR component in **bold.**

1. Annual Progress Report
2. Agency-wide Goals
3. Indicators of Quality
4. **Targeted Assistance**
5. Improved Student Learning
6. Improved Teaching
7. Resource Management
8. Customer Satisfaction

Indicators of Quality: Progress with Targeted Assistance
281-IAC 72.10(b)(1)

Does not meet requirements	Meets requirements	Exceeds Requirements
• The Annual Progress Report does not include agency-wide baseline and trend line information on the AEA addressing specific teacher, school, and school district needs evidenced in local school improvement plans.	• The Annual Progress Report includes agency-wide baseline and trend line information on the AEA addressing specific teacher, school, and school district needs evidenced in local school improvement plans. 281-IAC 72.10(b)(1)(1)	• The AEA uses additional data sources for analysis other than the following sources: - AEA customer satisfaction survey - LEA CSIP data - Department feedback on LEA CSIP and APR.
• The Annual Progress Report does not include agency-wide baseline and trend line information on the AEA responding to specific student learning needs evidenced in local school improvement plans.	• The Annual Progress Report includes agency-wide baseline and trend line information on the AEA responding to specific student learning needs evidenced in local school improvement plans. 281-IAC 72.10(b)(1)(2)	

Indicator of Quality: Targeted Assistance

Highly recommended data sources:
- AEA customer satisfaction survey questions
- Comprehensive School Improvement Plans – aggregations of LEA needs and goals.
- Aggregated feedback from the Department on LEA CSIP and APR deficiencies.

Highly recommended data to be reported:
- Number and percent of respondents within the AEA in the agree or strongly agree category in the AEA customer survey
- Frequent or important needs summarized from LEA CSIP and APR information.
- Frequent or important needs from Department aggregation of CSIP and APR feedback.

AEA Annual Progress Report (APR)

The following section provides information about the APR component in **bold.**

1. Annual Progress Report
2. Agency-wide Goals
3. Indicators of Quality
4. Targeted Assistance
5. **Improved Student Learning**
6. Improved Teaching
7. Resource Management
8. Customer Satisfaction

Indicator of Quality: Progress with Improved Student Learning
281-IAC 72.10(b)(2)

Does not meet requirements	Meets requirements	Exceeds Requirements
• The Annual Progress Report does not include agency-wide baseline and trend line data on student achievement in mathematics.	• The Annual Progress Report includes agency-wide baseline and trend line data on student achievement in mathematics. 281-IAC 72.10(b)(2)(1)	• Data are reported for more than three grade levels • Disaggregated data for improved student learning are reported by district, urban/rural, etc. to interpret trends, problems, and to plan strategies • The AEA reports data from additional indicators of probable post-secondary success • Data are reported for areas other than reading, mathematics and science. • Data are reported for all high school graduated by post-secondary intentions. • Data from multiple measures in reading, mathematics, science, and other areas are included as a part of documentation of student progress.
• The Annual Progress Report does not include agency-wide baseline and trend line data on student achievement in reading.	• The Annual Progress Report includes agency-wide baseline and trend line data on student achievement in reading. 281-IAC 72.10(b)(2)(2)	
• The Annual Progress Report does not include agency-wide baseline and trend line data on student achievement in science.	• The Annual Progress Report includes agency-wide baseline and trend line data on student achievement in science. 281-IAC 72.10(b)(2)(3)	
• The Annual Progress Report does not include agency-wide baseline and trend line data on student achievement gaps in mathematics.	• The Annual Progress Report includes agency-wide baseline and trend line data on student achievement gaps in mathematics. 281-IAC 72.10(b)(2)(4)	
• The Annual Progress Report does not include agency-wide baseline and trend line data on student achievement gaps in reading.	• The Annual Progress Report includes agency-wide baseline and trend line data on student achievement gaps in reading. 281-IAC 72.10(b)(2)(5)	
• The Annual Progress Report does not include agency-wide baseline and trend line data on student achievement gaps in science.	• The Annual Progress Report includes agency-wide baseline and trend line data on student achievement gaps in science. 281-IAC 72.10(b)(2)(6)	
• The Annual Progress Report does not include agency-wide baseline and trend line data on drop out rates.	• The Annual Progress Report includes agency-wide baseline and trend line data on drop out rates. 281-IAC 72.10(b)(2)(7)	

Does not meet requirements	Meets requirements	Exceeds Requirements
• The Annual Progress Report does not include agency-wide baseline and trend line data on preparing students for post-secondary success.	• The Annual Progress Report includes agency-wide baseline and trend line data on preparing students for post-secondary success. 281-IAC 72.10(b)(2)(8)	
• The Annual Progress Report does not include agency-wide baseline and trend line data on students who complete a core program.	• The Annual Progress Report includes agency-wide baseline and trend line data on students who complete a core program. 281-IAC 72.10(b)(2)(9)	

Indicator of Quality: Improved Student Learning

Highly Recommended Data Sources:

- ITBS/ITED
- School and School District APRs
- ACT

Required Data to Collect:

- The following reading, mathematics, and science data are required by state or federal law pursuant to 281-IAC 12.8(3)(a)(1-3):
  - at least three achievement/performance levels by group and subgroup (gender, race, socioeconomic status, students with disabilities, migrant, and ELL)
  - number and percentage of all fourth, eighth, and eleventh grade students (by group and subgroup) achieving proficient or higher status
  - A minimum of three years of trend line data by group and subgroup (low SES and IEP student data must be compared to students not in these categories and only two years of data is available using these comparisons).
  - Achievement data from grades 4, 8, and 11 compared with the state in reading and mathematics, and with the nation in reading, mathematics, and science (only grades 8 and 11 in science)
- The number and percentage of students considered as dropouts for grades 7 to 12 by gender, race, students with disabilities, and other subgroups as required by state or federal law pursuant to 281-IAC 12.8(3)(a)(4). Number and percent of students in grades 7 through 12 served by all schools and school districts within the AEA who do not attend school or withdraw from school for a reason other than death or transfer to another approved school or school district, or has been expelled with no option of return.
- The number and percentage of high school seniors who intend to pursue post-secondary education/training pursuant to 281-IAC 12.8(3)(a)(5).
- The number and percentage of high school students achieving a score or status on a measure indicating probable post-secondary success. This measure should be the measure used by the majority of students in the school, school district, or attendance center who plan to attend a post-secondary institution pursuant to 281-IAC 12.8(3)(a)(6).
- The number and percentage of high school graduates who complete a core program of four years of English- language arts and three or more years each of mathematics, science, and social studies pursuant to 281-IAC 12.8(3)(a)(7).

AEA Annual Progress Report (APR)

The following section provides information about the APR component in **bold.**

1. Annual Progress Report
2. Agency-wide Goals
3. Indicators of Quality
4. Targeted Assistance
5. Improved Student Learning
6. **Improved Teaching**
7. Resource Management
8. Customer Satisfaction

Indicator of Quality: Progress with Improved Teaching
281-IAC 72.10(b)(3)

Does not meet requirements	Meets requirements	Exceeds Requirements
• The Annual Progress Report does not include agency-wide baseline and trend line data on improving teaching in mathematics.	• The Annual Progress Report includes agency-wide baseline and trend line data in improving teaching in mathematics. 281-72.10(b)(3)(1)	• The AEA reports implementation data from local CSIP processes. • The AEA uses experimental or quasi-experimental design to report progress on improved teaching. • Disaggregated data for improved teaching are reported by district, urban/rural, etc. to interpret trends, problems, and to plan by areas other than reading, mathematics, and science.
• The Annual Progress Report does not include agency-wide baseline and trend line data on improving teaching in reading.	• The Annual Progress Report includes agency-wide baseline and trend line data in improving teaching in reading. 281-72.10(b)(3)(2)	
• The Annual Progress Report does not include agency-wide baseline and trend line data on improving teaching in science.	• The Annual Progress Report includes agency-wide baseline and trend line data in improving teaching in science. 281-72.10(b)(3)(3)	

Indicator of Quality: Improved Teaching
Highly recommended data sources:
- AEA customer survey questions: Extent to which teachers indicate that participation in AEA services enabled them to improve instruction or job-related practices.
- Professional development surveys or follow-up to training (AEA initiatives) or other AEA data.

Highly recommended data to be reported:
- Number and percentage agree or strongly agree disaggregated by teaching area.
- The manner in which data are reported for the professional development follow up will depend on the additional data source selected.

AEA Annual Progress Report (APR)

The following section provides information about the APR component in **bold.**

1. Annual Progress Report
2. Agency-wide Goals
3. Indicators of Quality
4. Targeted Assistance
5. Improved Student Learning
6. Improved Teaching
7. **Resource Management**
8. Customer Satisfaction

Indicator of Quality: Progress with Resource Management
281-IAC 72.10(b)(4)

Does not meet requirements	Meets requirements	Exceeds Requirements
• The Annual Progress Report does not include agency-wide baseline and trend line data on delivering cost-efficient services.	• The Annual Progress Report includes agency-wide baseline and trend line data on delivering cost-efficient services. 281-IAC 72.10(b)(4)(1)	• Disaggregated data for resource management are reported by district, urban/rural, etc. to interpret trends, problems, and to plan strategies. • The agency analyzes data and targets resources to areas of highest identified local, state, or national need.
• The Annual Progress Report does not include agency-wide baseline and trend line data on delivering timely services.	• The Annual Progress Report includes agency-wide baseline and trend line data on delivering timely services. 281-IAC 72.10(b)(4)(2)	

Indicator of Quality: Resource Management

Highly recommended data sources:
- AEA cost efficiency survey. (See AEA Reorganization Study recommendations.)
- AEA customer satisfaction survey.

Highly recommended data to be reported:
- Evidence from AEA cost efficiency survey. (See AEA Reorganization Study recommendations.)
- Number and percentage of respondents indicating agreement or strong agreement in the customer satisfaction survey.

AEA Annual Progress Report (APR)

The following section provides information about the APR component in **bold.**

1. Annual Progress Report
2. Agency-wide Goals
3. Indicators of Quality
4. Targeted Assistance
5. Improved Student Learning
6. Improved Teaching
7. Resource Management
8. **Customer Satisfaction**

Indicator of Quality: Progress with Customer Satisfaction with Services
281-IAC 72.10(b)(5)

Does not meet requirements	Meets requirements	Exceeds Requirements
• The Annual Progress Report does not include agency-wide baseline and trend line data on levels of customer participation with quality of AEA services.	• The Annual Progress Report includes agency-wide baseline and trend line data on levels of customer participation with AEA services. 281-IAC 72.10(b)(5)(1)	• Disaggregated data for customer satisfaction are reported by district, urban/rural, etc. to interpret trends, problems, and to plan strategies.
• The Annual Progress Report does not include agency-wide baseline and trend line data on levels of customer satisfaction with quality of AEA services.	• The Annual Progress Report includes agency-wide baseline and trend line data on levels of customer satisfaction with quality of AEA services. 281-IAC 72.10(b)(5)(2)	• The agency analyzes data and targets resources to areas of highest identified local, state, or national need.

Indicator of Quality: Customer Satisfaction with Services

Highly recommended data sources:
• Participation: AEA customer survey questions.
• Satisfaction with quality: AEA customer survey questions.

Highly recommended data to be reported:
• Number and percentage of respondents indicating agree or strongly agree on the above items.

Essential Questions: Annual Progress Report
- Beyond schools and school districts, the Department, and the public, to whom should the agency communicate the annual progress report findings? For what purposes?
- How does the agency decide what information to include in the annual progress report, beyond minimum requirements?

Continuous Improvement Linkages
- What did the agency discover about how it is providing its services as a result of the data provided in the annual progress report?
- What new questions do the data elicit?
- What actions will the agency take to answer these new questions?
- What support mechanisms does the agency need to implement these actions?
- What implications are there for the work of the agency?

Considerations
- Agency staff need to understand the content of the annual progress report and implications for agency work.

APR Submission Directions for 2003-04
- Using the Checklist provided in the Appendix, submit four copies the APR to the Department by February 1, 2004.
- Include a completed checklist with each APR.
- Mail to Jeff Berger, Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50319.

Section D

AEA Criteria for Standards
AEA Services Support for Standards

Intent:
This section is designed to show the relationship between AEA continuous improvement planning/implementation and accreditation decisions by the Department. The agency can meet accreditation requirements within the scope of continuous improvement planning.

Criteria for AEA Accreditation Standards
For Services 2002-03

To meet requirements for standards for services, the AEA must meet the following criteria for each standard. Please note that the content in the "expectations" column is for the 2003-04 school year. As expectations to meet standards for services change over time, the content of that column will be revised and communicated to AEAs.

Criteria to Evaluate All AEA Standards for Services *This column describes what will be analyzed for compliance. This column is regulatory.*	Expectations (decision-making points for accreditation) for 2003-04 *This column describes the kinds of information that will be considered as the team determines whether each criterion is met. The team will no longer assess each expectation individually.*	What the implementation of this criterion could "look" like in operation across the agency. *This is non-regulatory and will not be used in conversations about meeting standards or criteria. This column is only to be used to promote thinking and conversations within the AEA system.*
1. AEA services respond to the needs of schools and school districts. 281-IAC 72.4 & 72.9(1)(b)(1) **(Previously Criterion 3)**	a. The AEA uses an ongoing process to determine the needs of schools and school districts. b. Services are developed based upon the needs of schools and school districts.	Examples of agency actions that are likely to yield positive results on this criterion: • The agency has some sort of evidence of assessing needs in multiple ways including: o Use of survey data, o Content analysis of LEA documents (e.g., CSIPs, APRs, site visit reports), o Aggregation of information provided by regular support mechanism existing between the AEA and LEAs (e.g. district service plans, regional coordinators, other) o Anecdotally • There is evidence that services are tailored to meet the unique "needs" (not necessarily "wants") of individual districts or stakeholder groups. Needs in this case might be identified using data and a data-based decision making process (E.g., gap analysis)

Criteria to Evaluate All AEA Standards for Services *This column describes what will be analyzed for compliance. This column is regulatory.*	Expectations (decision-making points for accreditation) for 2003-04 *This column describes the kinds of information that will be considered as the team determines whether each criterion is met. The team will no longer assess each expectation individually.*	What the implementation of this criterion could "look" like in operation across the agency. *This is non-regulatory and will not be used in conversations about meeting standards or criteria. This column is only to be used to promote thinking and conversations within the AEA system.*
		• The agency has evidence of examining AEA-wide sources of information on student and LEA performance. • There is evidence that services are tailored to meet the unique "needs" (not necessarily "wants") of individual districts or stakeholder groups. • There is evidence that not only does the agency collect the information on needs, but also acts on these data by making decisions about service delivery based on the information collected and analyzed. The agency can describe the way that service design and delivery aligns with identified LEA needs. Examples of agency actions that do not adequately address this criterion: • There is evidence that the agency collects a lot of information, but no evidence that this information drives any decision-making. • The agency offers predominantly "canned" programs that are based more on internal personnel interest than on district needs. Service delivery is not driven by local needs but by the areas of interest of AEA personnel. • Agency service delivery is driven primarily by district requests without regard to needs, data, or research. • The quality of the needs data collected is too superficial to be meaningful. • The data collected is not comprehensive enough to guide overall agency goal setting and service design and delivery. • The agency collects data from a too narrow group of stakeholders to be meaningful.

Criteria to Evaluate All AEA Standards for Services *This column describes what will be analyzed for compliance. This column is regulatory.*	Expectations (decision-making points for accreditation) for 2003-04 *This column describes the kinds of information that will be considered as the team determines whether each criterion is met. The team will no longer assess each expectation individually.*	What the implementation of this criterion could "look" like in operation across the agency. *This is non-regulatory and will not be used in conversations about meeting standards or criteria. This column is only to be used to promote thinking and conversations within the AEA system.*
2. AEA services are data-based. 281-IAC 72.9(1) (b) & (e) **(Previously Criterion 4)**	a. The AEA develops services that are based upon the findings from agency-wide data sources needs assessment. b. Services respond to legislative mandate.	Examples of agency actions that are likely to yield positive results on this criterion: • The agency has data management systems available to staff for data collection and decision making. • Agency databases include demographic information for LEAs and the AEA; aggregated and disaggregated agency-wide student achievement information; and data from LEA APRs, CSIPs, and site visits. • The agency has defined responsibilities to specific personnel to gather data and had clearly defined the specific data entered by designated personnel. • The agency collects both formative and summative information on progress toward agency goals. • Agency data collection and analysis is on-going – data collection and analysis for decision-making is more than a periodic "event." • There is evidence of alignment and coordination between the data collected and the decisions made by the agency. • There is evidence of adequate agency support for legislative mandates. Examples of agency actions that do not adequately address this criterion: • Data collected by the agency is not easily accessible to decision makers. • There are no clear definitions of responsibility for the use and management of agency data. • Major agency decisions are made without data. • The data collected by the agency lack sufficient scope and/or depth to properly inform decision-making about service design and delivery • There is evidence of inappropriate analysis or application of data collected. • Data collection and analysis is not on-going, it is a periodic event. There are not formative data collection processes to support decision-making.

Criteria to Evaluate All AEA Standards for Services	Expectations (decision-making points for accreditation) for 2003-04	What the implementation of this criterion could "look" like in operation across the agency.
This column describes what will be analyzed for compliance. This column is regulatory.	*This column describes the kinds of information that will be considered as the team determines whether each criterion is met. The team will no longer assess each expectation individually.*	*This is non-regulatory and will not be used in conversations about meeting standards or criteria. This column is only to be used to promote thinking and conversations within the AEA system.*

3. AEA services are research-driven. 281-IAC 72.9(1)(b) **(Previously Criterion 5)**	a. The AEA develops services that are supported by data from internal or external research that meets rigorous research standards.
	b. There is evidence of alignment between the research and the actual services delivered.
		Examples of agency actions that are likely to yield positive results on this criterion:
		• The agency can evidence sufficient AEA capacity to recognize quality research.
		• The agency can evidence that staff members have access to quality research and that agency staff use the research available to them.
		• Agency service design and delivery are supported by rigorous research standards.
		• The support provided to LEAs is based on results from quality research findings.
		• Agency service delivery on services aligned to goals and standards supports the Iowa Professional Development Model.
		• Examples of research-based efforts:
		   ○ Using search tools on the web to access research base and filter good research out of that system.
		   ○ Agency content networks accessing Iowa's content networks
		   ○ Agency reading team(s) supporting other teams' learning about the research base in reading.
		   ○ The agency can evidence how research informs both the content and delivery of services.
		Examples of agency actions that do not adequately address this criterion:
		• The agency's research knowledge and capacity is invested in a few people and does not permeate agency staff in general.
		• Agency staff members do not use research tools to access quality research.
		• The research based does not inform service design and/or delivery.
		• Service delivery does not support research on adult learning theory.
		• Traditional service design and delivery continues despite lack of research base to support it.
		• The agency cannot describe what baseline information led to a given service design or delivery. Baseline data in this reference means LEA needs, agency-wide data, and the research base.

Criteria to Evaluate All AEA Standards for Services *This column describes what will be analyzed for compliance. This column is regulatory.*	Expectations (decision-making points for accreditation) for 2003-04 *This column describes the kinds of information that will be considered as the team determines whether each criterion is met. The team will no longer assess each expectation individually.*	What the implementation of this criterion could "look" like in operation across the agency. *This is non-regulatory and will not be used in conversations about meeting standards or criteria. This column is only to be used to promote thinking and conversations within the AEA system.*
4. AEA services demonstrate proactive leadership. 281-IAC 72.4 & 72.9(1)(b)(1) *(Previously Criterion 6)*	a. The AEA uses knowledge of local, state, and national educational trends and demographic changes to provide services in areas not yet identified by LEAs. b. The AEA communicates information about local, state, and national educational trends and demographic changes to internal and external stakeholders.	Examples of agency actions that are likely to yield positive results on this criterion: • The AEA had a process to develop internal staff member capacity to meet future needs/trends as they arise. • The agency is creating and implementing new effective services or products to meet future needs/trends as they arise. • The AEA can evidence staff realignment to meet emerging needs. • The agency can demonstrate that it is planning by what it is doing with its personnel. • The AEA shows evidence of communicating trends (demographic, financial, technology, etc.) that would inform effective LEA planning (redistricting, sharing business managers, technology infrastructure) • The AEA anticipates and communicates future LEA needs based on increasing diversity of the student population (racial, ethnic, socio-economic, language) • The agency can evidence that LEA administrators have tools available to forecast and plan for future needs as they arise. • The agency is actively working to develop LEA/AEA leaders and leadership capacity Examples of agency actions that do not adequately address this criterion: • The agency reacts only to current LEA needs. • The agency waits for external inputs before it acts. (E.g. Federal or State Department of Education). • Agency services do not reflect state or national trends. • There is no evidence of internal reorganization or adjustments to financial planning/resource allocation to anticipate and support future needs. • LEA leadership is unaware of state and national trends and demographic changes or cannot speak about the agency's involvement in communicating these trends.

Criteria to Evaluate All AEA Standards for Services *This column describes what will be analyzed for compliance. This column is regulatory.*	Expectations (decision-making points for accreditation) for 2003-04 *This column describes the kinds of information that will be considered as the team determines whether each criterion is met. The team will no longer assess each expectation individually.*	What the implementation of this criterion could "look" like in operation across the agency. *This is non-regulatory and will not be used in conversations about meeting standards or criteria. This column is only to be used to promote thinking and conversations within the AEA system.*
		• LEA CSIPs do not reflect knowledge of or planning for future trends or demographic changes. • The agency is reactive versus proactive in tone of its description of the service design and delivery process. • The agency operates with a deficit mentality – only wanting to do the minimums required and waiting to be told what its next initiative will be. • The agency makes no effort to develop AEA or LEA leadership capacity.
5. AEA services are supported by aligned agency resources. 281-IAC 72.9(1)(e)(4) **(Previously Criterion 7)**	a. The AEA allocates resources (e.g., budget, personnel, time) to each service to support implementation of the services to meet agency-wide goals. b. Resources are focused on prioritized services that support agency-wide goals.	Examples of agency actions that are likely to yield positive results on this criterion: • The agency budget reflects support for the agency goals. • The agency can describe how it allocates personnel time toward each goal and service. • There is a clear link between agency personnel responsibilities and agency wide goals. • The agency can evidence the alignment of individual work "plans" or professional growth plans with agency-wide action plans and/or goals. Job descriptions or employee standards illustrate the balance between agency and individual priorities. • Agency personnel are assigned to specific functions by skill, experience and not by job title. Positions in the agency are not defined by job titles, but rather by the specific functions of those "positions." • The agency has a system that holds personnel accountable for the support of the agency goals and priority service delivery. • The agency manages a budget planning process that reflects program and service delivery support.

Criteria to Evaluate All AEA Standards for Services	Expectations (decision-making points for accreditation) for 2003-04	What the implementation of this criterion could "look" like in operation across the agency.
This column describes what will be analyzed for compliance. This column is regulatory.	*This column describes the kinds of information that will be considered as the team determines whether each criterion is met. The team will no longer assess each expectation individually.*	*This is non-regulatory and will not be used in conversations about meeting standards or criteria. This column is only to be used to promote thinking and conversations within the AEA system.*

		• The agency uses different forms of communication to stakeholders including:
		  o The agency directory
		  o The professional development catalog
		  o Regular agency staff meetings with LEA personnel.
		  o Listserv
		  o Monthly superintendent, principal and/or curriculum director meetings
		  o The agency web site
		  o Agency internal capacity building efforts.
		
		Examples of agency actions that do not adequately address this criterion:
		• Insufficient agency resources are allocated to activities/services to support agency goals.
		• The agency budget process is isolated from any program conversations.
		• The agency cannot articulate the process for allocation of resources. LEAs know nothing about the process used to allocate agency resources to specific agency service delivery.
		• There is no agency personnel accountability system for service delivery.

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6. AEA services are equitably available. 281-IAC 72.1 and 72.9(1)(e) **(Previously Criterion 1)**	a. The AEA has documented its communication to schools and school districts about the services they are eligible to receive. b. The AEA provides equitable access to services for schools and school districts, except where the law differentiates between them.	Examples of agency actions that are likely to yield positive results on this criterion: • The agency is communicating priority services to all stakeholders. The agency is communicating the availability of services to the appropriate stakeholders. • There is evidence of the ability of external stakeholders to talk about priority services. • Agency stakeholders know the services they can access. • The agency can explain the rationale behind resource allocation to promote equitable service delivery. • The agency can produce a list of participants involved in the communication of prioritized services. Examples of agency actions that do not adequately address this criterion: • Feedback from stakeholders reflects variable knowledge of services or LEA stakeholders do not know what services they can access. • The agency regularly bases its decisions on communications with one group, (i.e. superintendents, teachers, DE). • LEA stakeholders are unable to identify available or prioritized services. • The squeaky wheel gets the grease – meaning that service delivery is based more on the assertiveness of the LEA stakeholder desiring support than on data.

Criteria to Evaluate All AEA Standards for Services *This column describes what will be analyzed for compliance. This column is regulatory.*	Expectations (decision-making points for accreditation) for 2003-04 *This column describes the kinds of information that will be considered as the team determines whether each criterion is met. The team will no longer assess each expectation individually.*	What the implementation of this criterion could "look" like in operation across the agency. *This is non-regulatory and will not be used in conversations about meeting standards or criteria. This column is only to be used to promote thinking and conversations within the AEA system.*
7. AEA services align with agency-wide goals. 281-IAC 72.9(1)(e)(3) **(Previously Criterion 2)**	a. Evidence exists that AEA services in action plans align with agency-wide goals. b. The agency shows evidence of addressing the descriptors supporting each standard in rule as the agency structures services and actions to support agency-wide goals.	Examples of agency actions that are likely to yield positive results on this criterion: • There is evidence that data and goals drives agency service design and delivery versus the agency setting a goal and looking at what it already does that supports the goal (retrofitting). The agency uses LEA needs data (in the most general definition) to drive goals that then drive service structures. • Actual agency service delivery reflects the spirit of the descriptors in rule under each standard. There is evidence that services provided align with the descriptors in Chapter 72 for each standard. • There is evidence that AEA services in detailed in agency-wide action plans align with agency-wide goals. This evidence could be included in: o The agency CIP. o Agency/LEA service plans. o Individual Career Development Plans (professional growth plans) of agency employees. o The agency's plan for delivery of professional development with the CIP. o Resource allocation documents. Examples of agency actions that do not adequately address this criterion: • Individual interests or expertise drives agency actions. • Agency services are apparently unrelated to goals. The reader of the agency CIP cannot understand the connection between the services delivered and the goals established. • The process of setting agency wide goals did nothing to change service delivery to LEAs.

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8. Action plans shall include evidence of meeting all standards for services. 281-IAC 72.9(1)(e) **(Previously Criterion 11)**	a. The AEA meets each standard through the collective services and actions that support all agency-wide goals.	Examples of agency actions that are likely to yield positive results on this criterion: • Agency can explain how a specific service supports a given identified standard. • The agency CIP identifies specific standards that are supported by a given service and these connections make sense. • The agency has action plans to support services delivered. These action plans describe alignment of services to standards. Examples of agency actions that do not adequately address this criterion: • There are no agency actions plans to support goals and services. • The connection between a given service and a standard is not clear. • The agency cannot explain how a prioritized agency service supports a designated standard.
9. AEA services include a process to monitor the implementation of the service. 281-IAC 72.9(1)(b)(1) & (e)(5) **Previously Criterion 8)**	a. The AEA collects and analyzes data regarding the implementation of services. b. The AEA adjusts services when implementation data indicate the need. c. The AEA involves clients in determining the quality of the implementation of the service.	Examples of agency actions that are likely to yield positive results on this criterion: • The agency knows which services it will collect implementation data on, and have evidence that the implementation data is actually collected and analyzed. • For all priority services, the agency can produce evidence of the degree to which service recipients are actually implementing the service. • There is evidence that the agency uses implementation data to drive decision-making, specifically on service delivery • The agency knows both the degree to which the service is implemented and the quality by which it is implemented. For example, the agency trains all districts on the implementation of electronic IEPs, then determines whether the district is using this process and how well they are using it.

Criteria to Evaluate All AEA Standards for Services *This column describes what will be analyzed for compliance. This column is regulatory.*	Expectations (decision-making points for accreditation) for 2003-04 *This column describes the kinds of information that will be considered as the team determines whether each criterion is met. The team will no longer assess each expectation individually.*	What the implementation of this criterion could "look" like in operation across the agency. *This is non-regulatory and will not be used in conversations about meeting standards or criteria. This column is only to be used to promote thinking and conversations within the AEA system.*
		• Evidence of lack of implementation by recipients of services leads to adjustments in service delivery. • There is an agency data collection process for implementation data. • Service delivery in priority service areas supports the Iowa Professional Development Model. Examples of agency actions that do not adequately address this criterion: • The agency cannot describe how it assesses recipient implementation of priority services. • The agency cannot describe which services it does and does not collect implementation data on. • The agency does not adjust services based on the degree of implementation by recipients. • The agency has no expectation that designated personnel responsible for the delivery of a priority service collects implementation data. • The agency does not involve the recipients of services in the determination of implementation.

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10. AEA services include a system for measuring the effectiveness of services provided. 281-IAC 72.9(1)(e)(6) **(Previously Criterion 9)**	a. The AEA identifies success indicators for services in the agency-wide action plan. b. The AEA collects baseline data for services. c. The AEA adjusts or discontinues services as determined by effectiveness data.	Examples of agency actions that are likely to yield positive results on this criterion: • For all priority services or services linked to goals, the agency has designated performance measures (success indicators) for these services. • The agency knows its current level of performance on established performance measures for each priority service. • All employees understand the designated performance measures for priority services. • There are data collection systems established to aggregate data on the performance measures. • There is evidence that there is positive movement toward the designated outcomes or that the agency uses the data collected to make appropriate program or service delivery adjustments. Examples of agency actions that do not adequately address this criterion: • There is no agency data collection on outcomes. • The agency does not have success indicators or expressed outcomes for priority services. • The agency does not implement a process to assess progress toward success indicators. • Effectiveness data are collected, but ignored or not used. • The agency continues the delivery of a service or program that is shown to have no effect or is not progressing the agency toward its outcomes. • The success measures do not "measure" the goal.

| Criteria to Evaluate All AEA Standards for Services

This column describes what will be analyzed for compliance. This column is regulatory. | Expectations (decision-making points for accreditation) for 2003-04

This column describes the kinds of information that will be considered as the team determines whether each criterion is met. The team will no longer assess each expectation individually. | What the implementation of this criterion could "look" like in operation across the agency.

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|---|---|---|
| 11. AEA services include a system for measuring the efficiency of services provided. 281-IAC 72.9(1)(e)(6) *(Previously Criterion 10)* | a. The AEA collects data to help it assess the cost efficiency of services. b. The AEA collects data to help it assess the timeliness of services. | Examples of agency actions that are likely to yield positive results on this criterion:
• The agency has defined the concept of efficiency in a way that is clear for them.
• Some possible ways that an agency define efficiency:
   o Cost-efficiency,
   o Elimination of redundancy,
   o Building capacity of staff to perform cross-functional roles rather than job title roles (merging agency resources around common goals),
   o Differentiation of action based on priorities for service (implies de-emphasis on lower priority services),
   o Response time,
   o Proactive response to emerging issues prior to district identification,
   o Doing things for districts that they cannot do for themselves (within reason – economy of scale issues)

Examples of agency actions that do not adequately address this criterion:
• The agency is not tending to any of the above issues as it plans for service delivery.
• The agency has no definition of efficiency.
• There is a clear lack of coordination of service approach in a given area of service delivery.
• There is no clear expectation on agency leadership for efficiency as a concept within the structuring of service design and delivery. |

Example: Alignment of Services with Standards

How can the agency determine that its services support the standards and the criteria for standards have been met?

Step 1: The agency identifies the standards that each service (including actions) supports.
The example below shows one service (including actions) and the standards supported.

Agency-wide Goal: Reduce the achievement gap between students who qualify for free and reduced lunch and those who do not in the area of mathematics problem-solving.		
Service	**Actions**	**Standards supported**
Building capacity for the use of research-based instructional strategies in mathematics problem solving.	Integrate action research into mathematics instruction.	PD, LE, CIA, ME
	Facilitate schools' implementation of strategies for all students relating to math problem solving.	DL, PD, LE
	Facilitate schools' understanding and use of effective strategies with students of poverty.	CIA, DL, MCGF, LE, SC, PD
	Integrate technology to store, compile, and analyze instructional implementation and student achievement data to modify instruction in mathematics problem solving.	ST, ME, LE, PD

Step 2: The agency identifies the services (including actions) which support each standards. This identification would also include alignment with the agency-wide goal. **(Note: This step does not need to be included in the CIP. The Department can use this technique internally to validate support for each standard and to organize comprehensive improvement site visit).** See charts on the next page.

Step 3: The agency compares the aggregated services and actions under each standard with the criteria for standards for services using the template provided. The aggregate of services and actions under each standard must demonstrate support for all criteria.

Standard for Services: School/Community Planning				
Agency-wide Goals	**Services**		**Actions**	
Reduce the achievement gap between students who qualify for free and reduced lunch and those who do not in the area of mathematics problem-solving.	Building capacity for the use of research-based instructional strategies in mathematics problem solving.		Facilitate schools' understanding and use of effective strategies with students of poverty.	
Additional agency-wide goals	*Additional services that support school/community planning*		*Additional actions that support school/community planning*	
Do the aggregate of services (including actions) for the school/community planning standard meet the "standards for services criteria expectations for 2002-03"?	**Standards for Services Criteria**		**Meets**	**Does not Meet**
	1. AEA services are equitably available.			
	2. AEA services align with agency-wide goals.			
	3. AEA services respond to the needs identified by schools and school districts.			
	4. AEA services are data-based.			
	5. AEA services are research-driven.			
	6. AEA services demonstrate proactive leadership.			
	7. AEA services are supported by aligned agency resources.			
	8. AEA services include a process to monitor the implementation of the service.			
	9. AEA services include a system for measuring the effectiveness of services provided.			
	10. AEA services include a system for measuring the efficiency of services provided.			
	11. Action plans shall include evidence of meeting all standards for services.			

Standard for Services: Professional Development		
Agency-wide Goals	**Services**	**Actions**
Reduce the achievement gap between students who qualify for free and reduced lunch and those who do not in the area of mathematics problem-solving.	Building capacity for the use of research-based instructional strategies in mathematics problem solving.	Integrate action research into mathematics instruction.
		Facilitate schools' implementation of strategies for all students relating to math problem solving.
		Facilitate schools' understanding and use of effective strategies with students of poverty.
		Integrate technology to store, compile, and analyze instructional implementation and student achievement data to modify instruction in mathematics problem solving.
Additional agency-wide goals	*Additional services that support professional development*	*Additional actions that support professional development*

Do the aggregate of services (including actions) for the professional development standard meet the "standards for services criteria expectations for 2002-03"?	Standards for Services Criteria	Meets	Does not Meet
	1. AEA services are equitably available.		
	2. AEA services align with agency-wide goals.		
	3. AEA services respond to the needs identified by schools and school districts.		
	4. AEA services are data-based.		
	5. AEA services are research-driven.		
	6. AEA services demonstrate proactive leadership.		
	7. AEA services are supported by aligned agency resources.		
	8. AEA services include a process to monitor the implementation of the service.		
	9. AEA services include a system for measuring the effectiveness of services provided.		
	10. AEA services include a system for measuring the efficiency of services provided.		
	11. Action plans shall include evidence of meeting all standards for services.		

Standard for Services: Curriculum, Instruction and Assessment				
Agency-wide Goals	**Services**	**Actions**		
Reduce the achievement gap between students who qualify for free and reduced lunch and those who do not in the area of mathematics problem-solving.	Building capacity for the use of research-based instructional strategies in mathematics problem solving.	Integrate action research into mathematics instruction.		
		Facilitate schools' understanding and use of effective strategies with students of poverty.		
Additional agency-wide goals	*Additional services that support curriculum, instruction, and assessment*	*Additional actions that support curriculum, instruction, and assessment*		
Do the aggregate of services (including actions) for the curriculum, instruction, and assessment standard meet the "standards for services criteria expectations for 2002-03"?	**Standards for Services Criteria**		**Meets**	**Does not Meet**
	1. AEA services are equitably available.			
	2. AEA services align with agency-wide goals.			
	3. AEA services respond to the needs identified by schools and school districts.			
	4. AEA services are data-based.			
	5. AEA services are research-driven.			
	6. AEA services demonstrate proactive leadership.			
	7. AEA services are supported by aligned agency resources.			
	8. AEA services include a process to monitor the implementation of the service.			
	9. AEA services include a system for measuring the effectiveness of services provided.			
	10. AEA services include a system for measuring the efficiency of services provided.			
	11. Action plans shall include evidence of meeting all standards for services.			

Standard for Services: Diverse Learning Needs				
Agency-wide Goals	**Services**	**Actions**		
Reduce the achievement gap between students who qualify for free and reduced lunch and those who do not in the area of mathematics problem-solving.	Building capacity for the use of research-based instructional strategies in mathematics problem solving.	Facilitate schools' implementation of strategies for all students relating to math problem solving.		
		Facilitate schools' understanding and use of effective strategies with students of poverty.		
Additional agency-wide goals	*Additional services that support diverse learning needs*	*Additional actions that support diverse learning needs*		
Do the aggregate of services (including actions) for the diverse learning needs standard meet the "standards for services criteria expectations for 2002-03"?	**Standards for Services Criteria**		**Meets**	**Does not Meet**
	1. AEA services are equitably available.			
	2. AEA services align with agency-wide goals.			
	3. AEA services respond to the needs identified by schools and school districts.			
	4. AEA services are data-based.			
	5. AEA services are research-driven.			
	6. AEA services demonstrate proactive leadership.			
	7. AEA services are supported by aligned agency resources.			
	8. AEA services include a process to monitor the implementation of the service.			
	9. AEA services include a system for measuring the effectiveness of services provided.			
	10. AEA services include a system for measuring the efficiency of services provided.			
	11. Action plans shall include evidence of meeting all standards for services.			

Standard for Services: Multicultural/Gender Fair				
Agency-wide Goals	**Services**		**Actions**	
Reduce the achievement gap between students who qualify for free and reduced lunch and those who do not in the area of mathematics problem-solving.	Building capacity for the use of research-based instructional strategies in mathematics problem solving.		Facilitate schools' understanding and use of effective strategies with students of poverty.	
Additional agency-wide goals	*Additional services that support multicultural, gender fair*		*Additional actions that support multicultural, gender fair*	
Do the aggregate of services (including actions) for multicultural/gender fair standard meet the "standards for services criteria expectations for 2002-03"?	**Standards for Services Criteria**		**Meets**	**Does not Meet**
	1. AEA services are equitably available.			
	2. AEA services align with agency-wide goals.			
	3. AEA services respond to the needs identified by schools and school districts.			
	4. AEA services are data-based.			
	5. AEA services are research-driven.			
	6. AEA services demonstrate proactive leadership.			
	7. AEA services are supported by aligned agency resources.			
	8. AEA services include a process to monitor the implementation of the service.			
	9. AEA services include a system for measuring the effectiveness of services provided.			
	10. AEA services include a system for measuring the efficiency of services provided.			
	11. Action plans shall include evidence of meeting all standards for services.			

Standard for Services: Media		
Agency-wide Goals	**Services**	**Actions**
Reduce the achievement gap between students who qualify for free and reduced lunch and those who do not in the area of mathematics problem-solving.	Building capacity for the use of research-based instructional strategies in mathematics problem solving.	Integrate action research into mathematics instruction.
		Integrate technology to store, compile, and analyze instructional implementation and student achievement data to modify instruction in mathematics problem solving.
Additional agency-wide goals	*Additional services that support media*	*Additional actions that support media*

Do the aggregate of services (including actions) for the media standard meet the "standards for services criteria expectations for 2002-03"?	**Standards for Services Criteria**	**Meets**	**Does not Meet**
	1. AEA services are equitably available.		
	2. AEA services align with agency-wide goals.		
	3. AEA services respond to the needs identified by schools and school districts.		
	4. AEA services are data-based.		
	5. AEA services are research-driven.		
	6. AEA services demonstrate proactive leadership.		
	7. AEA services are supported by aligned agency resources.		
	8. AEA services include a process to monitor the implementation of the service.		
	9. AEA services include a system for measuring the effectiveness of services provided.		
	10. AEA services include a system for measuring the efficiency of services provided.		
	11. Action plans shall include evidence of meeting all standards for services.		

Standard for Services: School Technology				
Agency-wide Goals	**Services**		**Actions**	
Reduce the achievement gap between students who qualify for free and reduced lunch and those who do not in the area of mathematics problem-solving.	Building capacity for the use of research-based instructional strategies in mathematics problem solving.		Integrate technology to store, compile, and analyze instructional implementation and student achievement data to modify instruction in mathematics problem solving.	
Additional agency-wide goals	*Additional services that support school technology*		*Additional actions that support school technology*	
Do the aggregate of services (including actions) for the school technology standard meet the "standards for services criteria expectations for 2002-03"?	**Standards for Services Criteria**		**Meets**	**Does not Meet**
	1. AEA services are equitably available.			
	2. AEA services align with agency-wide goals.			
	3. AEA services respond to the needs identified by schools and school districts.			
	4. AEA services are data-based.			
	5. AEA services are research-driven.			
	6. AEA services demonstrate proactive leadership.			
	7. AEA services are supported by aligned agency resources.			
	8. AEA services include a process to monitor the implementation of the service.			
	9. AEA services include a system for measuring the effectiveness of services provided.			
	10. AEA services include a system for measuring the efficiency of services provided.			
	11. Action plans shall include evidence of meeting all standards for services.			

Standard for Services: Leadership		
Agency-wide Goals	**Services**	**Actions**
Reduce the achievement gap between students who qualify for free and reduced lunch and those who do not in the area of mathematics problem-solving.	Building capacity for the use of research-based instructional strategies in mathematics problem solving.	Integrate action research into mathematics instruction.
		Facilitate schools' implementation of strategies for all students relating to math problem solving.
		Facilitate schools' understanding and use of effective strategies with students of poverty.
		Integrate technology to store, compile, and analyze instructional implementation and student achievement data to modify instruction in mathematics problem solving.
Additional agency-wide goals	*Additional services that support leadership*	*Additional actions that support leadership*

Do the aggregate of services (including actions) for the leadership standard meet the "standards for services criteria expectations for 2002-03"?	**Standards for Services Criteria**	**Meets**	**Does not Meet**
	1. AEA services are equitably available.		
	2. AEA services align with agency-wide goals.		
	3. AEA services respond to the needs identified by schools and school districts.		
	4. AEA services are data-based.		
	5. AEA services are research-driven.		
	6. AEA services demonstrate proactive leadership.		
	7. AEA services are supported by aligned agency resources.		
	8. AEA services include a process to monitor the implementation of the service.		
	9. AEA services include a system for measuring the effectiveness of services provided.		
	10. AEA services include a system for measuring the efficiency of services provided.		
	11. Action plans shall include evidence of meeting all standards for services.		

Section E

Appendices

Glossary

Action Plans means written plans for agency-wide actions and events to meet agency-wide goals.

AEA Indicators means the data and information required for reporting by the agency in the Annual Progress Report (APR).

Agency-Wide Goals means desired targets to be reached over an extended period of time, derived from agency-wide needs assessment and state and local student learning needs, and upon which services are focused.

Annual Progress Report means that AEAs will create a product that communicates the annual progress with, at a minimum, aggregated agency-wide data for agency-wide goals and indicators of quality.

Baseline data means information gathered at a selected point in time and used as a basis from which to monitor change.

Comprehensive School Improvement Plan (CSIP) means a design that will describe how a school or school district will increase student learning, achievement, and performance. Contents of the Comprehensive School Improvement Plan required by each school and school district are described in 281-IAC 12 (General Accreditation Standards).

Criteria for Standards for Services are statements that define the minimum quality expectations for any services developed to support a given standard.

Drop out means a school-age student who is enrolled in any of grades seven through twelve and who does not attend school or withdraws from school for a reason other than death or transfer to another approved school or school district or has been expelled with no option to return.

English Language Learner (ELL) means a student whose background is other than English, and the student's proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Indicators of quality means data sources which measure the effectiveness of services.

Migrant status means a person who is between the ages of 3 years and 22 years (and has not graduated from high school or does not hold a high school equivalency certificate); *AND* is a migrant agricultural worker *OR* has a parent, spouse, or guardian who is a migrant agricultural worker; *AND* performs, or has a parent, spouse, or guardian who performs qualifying agricultural employment as a principal means of livelihood; *AND* has moved within the preceding 36 months to obtain, or to accompany or join a parent, spouse, or guardian to obtain, temporary or seasonal employment in agricultural work; *AND* has moved from one school district to another.

Needs Assessment means determining, from a variety of information sources on an ongoing basis, the needs of internal and external clients.

Needs Assessment Summary means the findings from needs assessments, from which agency-wide goals and action plans are derived to meet the needs of the internal and external clients.

Performance levels The federal Elementary and Secondary Education Act requires that at least three levels of performance be established to assist in determining which students have or have not achieved a satisfactory or proficient level of performance. At least two of those three levels shall describe what students ought to know or be able to do if their achievement or performance is deemed proficient or advanced. The third level shall describe students who are not yet performing at the proficient level.

Performance measures means a measure of the effectiveness of an agency or service delivery (e.g., police response time, staff turn-over rate, percent of schools increasing reading proficiency rates, percent of staff implementing a given instructional strategy at a given rate of proficiency, percent of customers served in their own language, percent of clients off alcohol/drugs, and percent of students in school or jobs twelve months after graduation). Performance measures are about results or outcomes for the intended recipients of the services, not about inputs of the agency.

Provisions for management services means a description of how the agency will receive requests for, respond to, and charge for, management services requested by a school district.

School means an accredited nonpublic school.

School district means a public school district.

Service means a set of actions which work together to achieve agency-wide goals.

Low socioeconomic status means eligible for free and reduced price meals.

Standards are statements that define expectations for performance or content by which the services of an AEA will be judged.

State indicators means school and school district indicators defined in 281-IAC 12.8(3)a.

Student learning goals means general statements of expectations for all graduates.

Students with disabilities means students who have individualized education programs regardless of the disability.

CHAPTER 72
ACCREDITATION OF AREA EDUCATION AGENCIES

281—72.1(273) Scope. The purpose of Iowa's early childhood through twelfth grade educational system is to support learning students. Area education agencies, as part of that system, exist to provide leadership and equitable services for school improvement to schools and school districts in order to enable every learner to perform at higher education levels. Area education agencies are subject to accreditation by the state board of education as specified in Iowa Code section 273.10. These rules apply to the accreditation of area education agencies.

281—72.2(273) Definitions.
   "AEA" is an acronym for area education agency.
   "Agencywide goals" means cross-divisional desired targets to be reached over an extended period of time, derived from agencywide needs assessment and state and local student learning needs, and upon which services are focused.
   "Baseline data" means information gathered at a selected point in time and used thereafter as a basis from which to monitor change.
   "Board" means the Iowa state board of education.
   "Department" means the state department of education.
   "Director" means the state director of the department of education.
   "Equitable" means that services provided by an AEA are accessible to all schools and school districts within the agency's service region.
   "External knowledge base" means what is known, such as research and student achievement data, from the state or the nation about how learners in other settings perform and respond in a content area such as reading, mathematics, or science, as well as what is known about developing a learning environment that will support the desired student performance and response in a content area such as reading, mathematics, or science.
   "Indicators of improvement" means internal data the agency uses to determine how well its continuous improvement processes are implemented.
   "Indicators of quality" means external data sources which measure the effectiveness of services.
   "School" means an accredited nonpublic school.
   "School district" means a public school district.
   "State indicators" means the school and school district indicators defined in 281—paragraph 12.8(3)*"a."*

281—72.3(273) Accreditation components. To be accredited by the board and maintain accreditation status, an AEA shall: provide services which meet the standards defined in rule 281—72.4(273), establish a comprehensive improvement plan as defined in rule 281—72.9(273), submit a board-approved annual budget as defined in subrule 72.10(1), and annually provide a progress report as defined in subrule 72.10(2).

281—72.4(273) Standards for services. An AEA shall provide services that meet these standards as evidenced by, but not limited to, the descriptors following each standard. These services shall be accessible to all schools and school districts within the agency's service region.

72.4(1) The AEA shall deliver services for school-community planning. The AEA assists schools
and school districts in assessing needs of students, developing collaborative relationships among community agencies, establishing shared direction, implementing actions to meet goals, and reporting progress towards goals.

72.4(2) The AEA shall deliver professional development services for schools, school districts and AEA instructional, administrative, and support personnel. The AEA anticipates and responds to schools' and school districts' needs; supports proven and emerging educational practices; aligns with school and school district comprehensive long-range and annual improvement goals; uses adult learning theory; supports improved teaching; uses theory, demonstration, practice, feedback, and coaching; and addresses professional development activities as required by the Iowa Code or administrative rules.

72.4(3) The AEA shall deliver curriculum, instruction, and assessment services that address the areas of reading, language arts, mathematics, and science but may also be applied to other curriculum areas. These services support the development, implementation, and assessment of rigorous content standards in, but not limited to, reading, mathematics, and science. The AEA assists schools and school districts in gathering and analyzing student achievement data as well as data about the learning environment, compares those data to the external knowledge base, and uses that information to guide school and school district goal setting and implementation of actions to improve student learning.

72.4(4) The AEA shall address the diverse learning needs of all children and youth, including but not limited to services which address gifted and talented students, and meet the unique needs of students with disabilities who require special education. Services provide support to schools and school districts and include special education compliance with Iowa administrative rules for special education.

72.4(5) The AEA shall provide services that support multicultural, gender-fair approaches to the educational program pursuant to Iowa Code section 256.11. These services assist schools and school districts to take actions that ensure students are free from discriminatory acts and practices; to establish policies and take actions that ensure students are free from harassment; to incorporate into the educational program instructional strategies and student activities related to responsibilities, rights, and the respect for diversity which are necessary for successful citizenship in a diverse community and a global economy; and to incorporate on an ongoing basis activities within professional development that prepare and assist all employees to work effectively with students.

72.4(6) The AEA shall deliver media services. These services align with school and school district needs, support effective instruction, and provide consultation, research and information services, instructional resources, and materials preparation and dissemination to assist schools and school districts to meet the learning needs of students and support local district media services. These services support the implementation of content standards in, but not limited to, reading, mathematics, and science. These services also support and integrate emerging technology.

72.4(7) The AEA shall supplement and support effective instruction students through school technology services. These services provide technology planning, technical assistance, and professional development, and support the incorporation of instructional technologies to improve student achievement. These services support the implementation of content standards in,

but not limited to, reading, mathematics, and science. These services support and integrate emerging technology.

72.4(8) The AEA shall deliver services that develop leadership based upon the Iowa Standards for School Administrators as adopted by the board of educational examiners. Leadership services assist with recruitment, induction, retention, and professional development of educational leaders. AEAs develop and deliver leadership programs based on local and state educational needs and best practices.

72.4(9) The AEA shall deliver management services if requested. If the AEA provides management services to school districts, the services shall conform to the provisions of Iowa Code section 273.7A.

281—72.5(273) Discretionary programs and services. Rescinded IAB 9/5/01, effective 10/10/01.

281—72.6 Reserved.

281—72.7(273) Indicators of quality. Rescinded IAB 9/5/01, effective 10/10/01.

281—72.8 Reserved.

281—72.9(273) Comprehensive improvement plan. Each AEA, on a cycle established by the department, shall submit to the department a comprehensive improvement plan. The plan shall be the basis for the improvement actions taken by the agency and shall also serve as a basis for the comprehensive site visit.

72.9(1) *Comprehensive improvement plan contents.* At a minimum, the comprehensive improvement
plan for an AEA shall include the following:

a. Needs assessment. The plan shall contain a description of how the AEA conducts ongoing needs assessment.

b. Needs assessment summary. The plan shall contain a summary of the findings from agencywide
needs assessment. The summary, at a minimum, shall include the following:

(1) Findings from AEA internal needs assessment which includes, at a minimum, four indicators
of improvement:

  1. Implementation of a continuous improvement model;

  2. Implementation of services that respond to schools' and school districts' needs;

  3. Demonstration of proactive leadership;

  4. Use of data to implement actions to improve student learning;

(2) Findings from school and school district state indicator data;

(3) Findings from reviews of school and school district comprehensive school improvement plans;

(4) Findings from the department's comprehensive site visit reports to schools and school districts;

(5) Findings from AEA comprehensive site visit reports; and

(6) Findings from the department's statewide customer service survey.

c. Agencywide goals. The plan shall contain agencywide goals developed as a result of needs assessment findings. Agencywide goals shall be measurable and, at a minimum, focused on assisting schools and school districts with the school improvement process and improving teaching and learning as evidenced in the indicators of quality as prescribed in subrule 72.10(2).

d. Services. The plan shall describe the services developed to meet agencywide goals and to meet the standards defined in this chapter.

e. Action plans. The plan shall include agencywide actions to accomplish agencywide goals. Action plans shall include evidence of meeting all standards for services. Action plans shall include provisions for equitable availability of services. The agencywide action plans shall include, at a minimum, the following components:

(1) Agencywide data sources;

(2) Agencywide baseline data;

(3) Services to meet the agencywide goals;

(4) Agencywide resources, which include funding, staff allocation, and time and may be delivered directly, through contractual agreements, and through collaborative arrangements with other educational or community agencies;

(5) Agencywide responsible parties that will monitor the implementation of services in the action plan;

(6) A system for measuring the efficiency and effectiveness of services; and

(7) A process for reporting progress toward agencywide goals.

f. Provisions for management services. If the AEA provides management services to school districts, the plan shall include a description of how the agency provides those services as described in Iowa Code section 273.7A.

72.9(2) *Plan submission and cycle.* Rescinded IAB 9/5/01, effective 10/10/01.

72.9(3) *Comprehensive improvement plan review process.* The comprehensive improvement plan of an AEA shall be reviewed by the department to determine if the plan meets the requirements of this chapter. An AEA will be provided reasonable time to correct any deficiencies.

281—72.10(273) Annual budget and annual progress report. Each AEA shall submit to the board an annual budget as required by Iowa Code section 273.3 and shall provide an annual progress report on the indicators of quality and the agencywide goals.

72.10(1) *Annual budget.* An annual budget shall be submitted by an AEA accredited by the board or an AEA that has been given conditional accreditation by the board as described in Iowa Code section 273.3(12) and subrule 72.11(4) to the board for approval, on forms provided by the department, no later than March 15 preceding the next fiscal year. The board shall review the proposed budget and shall, before April 1, either grant approval or return the budget without approval with comments of the board included. An unapproved budget shall be resubmitted to the board for final approval no later than April 15.

72.10(2) *Annual progress report.* An AEA shall annually submit a written progress report to its schools and school districts and the department and make the report available to the public. The report shall include, but not be limited to, the following information:

a. Agencywide goals. Progress, at a minimum, toward the agencywide goals described in paragraph 72.9(1)*"c"* shall be reported. This progress shall include agencywide baseline data and changes in the baseline data as a result of services provided in each action plan.

b. Indicators of quality. Aggregated agencywide data shall include baseline data and trends over time for the following indicators of quality from, at a minimum, the state indicators, the statewide customer service survey, school and school district comprehensive school improvement plans, and school and school district annual progress reports:

(1) Targeted assistance. An AEA assists schools and school districts with specific student, teacher, and school needs evidenced in local school improvement plans by:

1. Addressing teacher, school and school district needs.

2. Responding to student learning needs.

(2) Improved student learning. An AEA assists schools and school districts in:

1. Improving student achievement in mathematics.

2. Improving student achievement in reading.

3. Improving student achievement in science.

4. Reducing student achievement gaps in mathematics.

5. Reducing student achievement gaps in reading.

6. Reducing student achievement gaps in science.

7. Reducing dropout rates.

8. Preparing students for postsecondary success.

9. Planning to ensure that students complete a core program.

(3) Improved teaching. An AEA assists schools and school districts in improving teaching in the following areas:

1. Mathematics.

2. Reading.

3. Science.

(4) Resource management. An AEA assists schools and school districts:

1. By delivering cost-efficient services.

2. By timely delivery of services.

(5) Customer satisfaction with services. An AEA determines customer satisfaction through:

1. High levels of participation.

2. High levels of customer satisfaction with quality of AEA services.

(6) Annual progress report review process. The annual progress report of an AEA shall be reviewed by a team appointed by the director. Following the review of an AEA's report, feedback will be provided to the agency.

281—72.11(273) Comprehensive site visit.

72.11(1) *On-site review.* An accreditation team shall conduct one or more on-site reviews of the AEA's progress toward agencywide goals and shall determine if services meet the standards in this chapter. Prior to an on-site review of an AEA, the accreditation team shall have access to the AEA's comprehensive improvement plan, annual progress report, and annual budget as well as any other information collected by the department relating to the AEA.

72.11(2) *Accreditation team.* The membership of the accreditation team shall be determined by the director. Each team member should have appropriate competencies, background, and

experiences to enable the member to contribute to the evaluation visit. The team shall include at least four members, including, but not limited to:

a. Department staff.

b. Representatives from various sizes of schools and school districts served by the AEA being evaluated.

c. AEA staff from other AEAs.

d. Others with expertise as deemed appropriate by the director.

72.11(3) *Accreditation team action.* After an on-site review of an AEA, the accreditation team shall determine whether the requirements of this chapter have been met and shall make a report to the director identifying which standards and other accreditation requirements in this chapter an AEA has or has not met. The accreditation team shall report strengths and weaknesses, if any, for each standard or requirement, and shall advise the AEA of available resources and technical assistance to further enhance the strengths and improve areas of weakness. An AEA may respond to the accreditation team's report by providing to the board factual information concerning its services.

72.11(4) *Accreditation.* All AEAs shall be deemed accredited upon the date of implementation of these rules. Accreditation of an AEA by the board shall be based on the recommendation of the director after study of the factual and evaluative evidence on record about the standards and other requirements as described in this chapter and based upon the timely submission of information required by the department. If, at any time, the board determines that an AEA has not met all standards and other requirements, the board shall require the AEA to address the deficiencies.

a. Accreditation status. After completion of the comprehensive site visit under rule 281—72.11(273), the board shall grant continuation of accreditation if all standards and other requirements are met. If the board determines that an AEA has not met all standards and other requirements, the board shall grant conditional accreditation to the agency.

b. Conditional accreditation. If the board grants conditional accreditation, the department shall notify the administrator of the AEA and each member of the board of directors of the AEA within 15 days. The notice shall contain a description of the accreditation deficiencies.

c. Remediation plan. Upon granting of conditional accreditation by the board, the director, in cooperation with the board of directors of the AEA, shall establish a remediation plan. The remediation plan shall describe how the AEA will correct deficiencies to meet accreditation standards and shall establish a timeline and deadline date for correction of the deficiencies. The remediation plan is subject to the approval of the board. The AEA shall remain conditionally accredited during the implementation of the remediation plan.

d. Implementation of remediation plan. At intervals prescribed in the remediation plan or at the request of the director, the accreditation team shall revisit the AEA and shall determine whether the deficiencies in the accreditation standards are being or have been corrected and shall make a report and recommendation to the director and the board. The board shall review this report and recommendations and shall determine whether the deficiencies have been corrected.

e. Failure to correct deficiencies. If the deficiencies have not been corrected within the time stipulated in the remediation plan, the board shall remove accreditation of the agency. At the hearing before the board, the AEA may be represented by counsel and may present evidence. The board may provide for the hearing to be recorded or reported. If requested by the AEA at least 10 days before the hearing, the board shall provide for the hearing to be recorded or

reported at the expense of the AEA. Within 30 days after the hearing, the board shall render a written decision approving or removing the accreditation. Action by the board at this time is final agency action for the purposes of Iowa Code chapter 17A. The department shall notify the administrator of the AEA, each member of the board of directors of the AEA, and the schools and school districts served by the AEA of the decision of the board.

f. Required response to removal of accreditation. After removal of accreditation of the agency, the AEA board of directors shall make provisions for the continuation of services to schools and school districts subject to approval by the state board of education. These rules are intended to implement Iowa Code section 273.10.

[Filed 8/8/97, Notice 5/7/97—published 8/27/97, effective 10/1/97]
[Filed 8/10/01, Notice 4/18/01—published 9/5/01, effective 10/10/01]

This form is available on the DE Web site: www.state.ia.us/educate/. **Please <u>attach a paper copy of this document to the front of the agency's CIP</u>. Please submit four (4) copies of the CIP and checklist to the Department.**

AEA Name:_____

Address:_____

_____

DE School Improvement Consultant: _____

Local Contact Person for This Plan: _____

Phone Number: _____ E-mail address: _____

CIP Start Date: _____ CIP End Date: _____

Required Signatures:

_____ Date: _____
Chief Administrator – AEA

_____ Date: _____
AEA Board President

<table>
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AEA Comprehensive Improvement Plan
Checklist of Required Contents: April 1, 2004
Iowa Department of Education
Send to: Jeff Berger, Grimes State Office Building, Des Moines, IA 50319

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- Area education agencies are encouraged to go beyond the minimum with their work toward continuous improvement.
- The comprehensive improvement plan components listed in 72.9 do not need to appear specifically as those headers or in any particular order in the CIP. Requirements may appear in multiple places in the plan and in a locally determined format.

Directions:
Write the page(s) on which documentation appears in the CSIP in the column labeled Page(s) #. **Multiple page numbers may appear in a single box.**

		General AEA Accreditation Requirements
Item #	Page(s) #	**Needs Assessment** 281-IAC 72.9(1)(a)
1		The plan describes the process used to identify needs. 281—IAC 72.9(1)(a) **Guidance:** ▪ The kind of process used to identify needs is an AEA decision.
2		The plan describes an ongoing needs assessment process. 281—IAC 72.9(1)(a) **Guidance:** ▪ This means data is collected regularly, something other than a one-time needs assessment event. The "what" is a local AEA decision.
3		The needs assessment process is agency-wide. 281-IAC 72.9(1)(a) **Guidance:** ▪ All schools and school districts are assessed for needs. ▪ All standards areas are included somewhere in agency-wide needs assessment activities.
Item #	Page(s) #	**Needs Assessment Summary** 281-IAC 72.9(1)(b)
4		The summary includes findings from internal needs assessment about the implementation of the agency's continuous improvement model. 281—IAC 72.9(1)(b)(1)(1) **Guidance:** ▪ Evidence that the agency has gathered information from internal (AEA employees) stakeholders on the implementation of the continuous improvement model exists. ▪ The degree and kind of data/information are local AEA decisions. ▪ Findings from this needs assessment are included in the CIP. ▪ Findings can be data or narrative.

5		The summary includes findings from internal needs assessment about implementation of its services that respond to schools and school districts' needs. 281—IAC 72.9(1)(b)(1)(2) **Guidance:** ▪ Evidence that the agency has gathered information from internal (AEA employees) stakeholders on the implementation of services that respond to schools' and school districts' needs exists. ▪ The degree and kind of data/information are local AEA decisions. ▪ Findings from this needs assessment are included in the CIP. ▪ Findings can be data or narrative.
6		The summary includes findings from internal needs assessment about how the agency demonstrates proactive leadership. 281—IAC 72.9(1)(b)(1)(3) **Guidance:** ▪ Evidence that the agency has gathered information from internal (AEA employees) stakeholders on how the agency demonstrates proactive leadership exists. ▪ The degree and kind of data/information are local AEA decisions. ▪ Findings from this needs assessment are included in the CIP. ▪ Findings can be data or narrative.
7		The summary includes findings from internal needs assessment about how the agency uses data to implement actions to improve student learning. 281—IAC 72.9(1)(b)(1)(4) **Guidance:** ▪ Evidence that the agency has gathered information from internal (AEA employees) stakeholders on how the agency uses data to implement actions to improve student learning exists. ▪ The degree and kind of data/information are local AEA decisions. ▪ Findings from this needs assessment are included in the CIP.
8		The summary includes findings from state indicator data for schools and school districts the agency serves. 281—IAC 72.9(1)(b)(2) **Guidance:** ▪ The degree and kind of data/information are local AEA decisions. ▪ Findings can be data or narrative.
9		The summary includes findings from reviews of comprehensive school improvement plans for the schools and school districts the agency serves. 281—IAC 72.9(1)(b)(3) **Guidance:** ▪ The degree and kind of data/information are local AEA decisions. ▪ Findings can be data or narrative.
10		The summary includes findings from the Department of Education's comprehensive site visit reports for the schools and school districts the agency serves. 281—IAC 72.9(1)(b)(4) **Guidance:** ▪ The degree and kind of data/information are local AEA decisions. ▪ Findings can be data or narrative.
11		The summary includes findings from the AEA's comprehensive site visit report(s). 281—IAC 72.9(1)(b)(5) **Guidance:** ▪ The degree and kind of data/information are local AEA decisions. ▪ Findings can be data or narrative.
12		The summary includes findings from the Department of Education's statewide customer service survey. 281—IAC 72.9(1)(b)(6) **Guidance:** ▪ The degree and kind of data/information are local AEA decisions. ▪ Findings can be data or narrative.
Item #	Page(s) #	**Agency-Wide Goals** 281-IAC 72.9(1)(c)

13		Agency-wide goals are developed as a result of needs assessment findings. 281—IAC 72.9(1)(c) **Guidance:** ▪ There should be a clear alignment between data/findings and established goals.
14		Agency-wide goals are measurable. 281—IAC 72.9(1)(c) **Guidance:** ▪ The goal(s) may or may not contain a specific level of increase. ▪ The criteria by which to determine goal attainment should be quantifiable. ▪ The goal is a five-year goal.
15		Agency-wide goals are focused on assisting schools and school districts with the school improvement process as evidenced in the indicators of quality. 281—IAC 72.9(1)(c) **Guidance:** ▪ There must be a goal that addresses assistance to schools and school districts with the school improvement process.
16		Agency-wide goals are focused on assisting schools and school districts with improving teaching as evidenced in the indicators of quality. 281—IAC 72.9(1)(c) **Guidance:** ▪ There must be a goal that addresses assistance to schools and school districts with improving teaching.
17		Agency-wide goals are focused on assisting schools and school districts with improving learning as evidenced in the indicators of quality. 281—IAC 72.9(1)(c) **Guidance:** ▪ There must be a goal that addresses assistance to schools and school districts with improving learning.

Item #	Page(s) #	**Services** 281-IAC 72.9(1)(d)
18		Services are identified in the CIP. 281-IAC 72.9(1) **Guidance:** ▪ There may or may not be a label "services" in the CIP.
19		The plan describes services developed to meet the agency-wide goals. 281—IAC 72.9(1)(d) **Guidance:** ▪ One service may meet multiple goals.
20		The plan describes services that meet the standards in 281—IAC 72.4(1) through (8). 281—IAC 72.9(1)(d) **Guidance:** ▪ The CIP demonstrates which standard(s) each service supports.

Item #	Page(s) #	**Action Plans** 281-IAC 72.9(1)(e)
21		Action plans include agency-wide actions to accomplish agency-wide goals. 281—IAC 72.9(1)(e) **Guidance:** ▪ The CIP has an agency-wide action plan for the established agency-wide goals.
22		Action plans include provisions for equitable availability of services. 281—IAC 72.9(1)(e) **Guidance:** ▪ The action plans include some system to indicate equitable availability of services for the recipients of those services.
23		Action plans reference agency-wide data sources. 281—IAC 72.9(1)(e)(1)

		Guidance: The action plans include information from agency-wide data sources that support services or actions.
24		Action plans include agency-wide baseline data. 281—IAC 72.9(1)(e)(2) **Guidance:** The action plans include baseline information on the agency-wide data sources that support services or actions.
25		Action plans include services to meet agency-wide goals. 281—IAC 72.9(1)(e)(3) **Guidance:** The agency-wide goals are included in the agency-wide action plans.
26		Action plans include information about agency-wide funding resources to deliver services to meet agency-wide goals. 281—IAC 72.9(1)(e)(4) **Guidance:** - The action plan does not have to list specific dollar amounts. - Funding resources are designated in each action plan for delivery of services for each agency-wide goal.
27		Action plans include information about agency-wide staff allocations to deliver services to meet agency-wide goals. 281—IAC 72.9(1)(e)(4) **Guidance:** This could mean staff FTEs, positions, specific personnel, or categories of personnel.
28		Action plans include information about agency-wide time resources to deliver services to meet agency-wide goals. 281—IAC 72.9(1)(e)(4) **Guidance:** While a timeline could be an example, this speaks more to the amount of time allocated by the agency to accomplish the service delivery (e.g. staffing, % of job assignment).
29		Action plans provide information about how services are delivered. 281—IAC 72.9(1)(e)(4) **Guidance:** Each action plan includes information about how services are delivered to recipients of services.
30		Action plans designate the responsible parties who will monitor implementation of services. 281—IAC 72.9(1)(e)(5) **Guidance:** Each service has a designated responsible party for implementation of that service.
31		Action plans include a system for measuring the efficiency of services. 281—IAC 72.9(1)(e)(6) **Guidance:** How efficiency measurement is done is a local decision.
32		Action plans include a system for measuring the effectiveness of services. 281—IAC 72.9(1)(e)(6) **Guidance:** How effectiveness measurement is done is a local decision.
33		Action plans include a process for reporting progress toward agency-wide goals. 281—IAC 72.9(1)(e)(7) **Guidance:** This process is locally determined.
34		Action plans include evidence of meeting all standards for services. 281-IAC 72.9(1)(e) **Guidance:** The aggregate of all services in the actions plans demonstrate support for all standards for services.

Item #	Page(s) #	**Provisions for Management Services** 281-IAC 72.9(1)(f)
35		The plan provides a description of how the agency provides management services if requested by a school district or districts located in the area education agency. 281—IAC 72.9(1)(f). **Guidance:** ▪ If management services are provided, the CIP describes the process used to deliver management services to school district(s).
36		The plan describes how the AEA will provide for furnishing expensive and specialized equipment for school districts. Section 273.7A, Code of Iowa. **Guidance:** ▪ If management services are provided, the CIP includes a description of how it will furnish expensive and specialized equipment to school districts.
37		The plan describes how the AEA will determine the costs of the specialized equipment and management services it provides, which school districts shall pay to the area education agency. Section 273.7A, Code of Iowa. **Guidance:** ▪ If management services are provided, the CIP includes a determination of the cost of the specialized equipment and management services it provides, reimbursed in each case by the school district.
38		The plan describes how the AEA will provide services authorized to be performed by area education agencies to other AEAs in Iowa. Section 273.7A, Code of Iowa. **Guidance:** ▪ If management services are provided, the CIP includes a description of how the agency will provide these services to other AEAs in Iowa, if requested.
39		The plan describes how the AEA will determine costs and methods of payment for services to other area education agencies in Iowa. Section 273.7A, Code of Iowa. **Guidance:** ▪ If management services are provided, the CIP includes a determination of the cost and methods of payment for these services to other AEAs in Iowa, if requested.

AEA Annual Progress Report (APR)
Checklist of Required Contents: February 1, 2004
Iowa Department of Education
Send to: Bureau of Administration and School Improvement Services, Attention: Cheryl Syferd, Grimes State Office Building, Des Moines, IA 50319

Each area education agency (AEA) is required to submit an Annual Progress Report (that contains all reporting requirements) to its schools and school districts and the Department of Education. Additionally, the APR should be made available to the public. The APR should allow stakeholders to answer the following questions:

- How well are all our students learning in at least the areas of reading, mathematics, and science?
- How well is our AEA meeting the goals in its agency comprehensive improvement plan?

This form is available electronically on the Department's web site under prek-12/Bureau of Administration and School Improvement Services/AEA Continuous Improvement and Accreditation. **Please <u>attach a paper copy of this document to the front of the Annual Progress Report</u>. Please submit four (4) copies of the APR and checklist to the Department.**

AEA Name: _____

Address: _____

_____

DE School Improvement Consultant: _____

Local Contact Person for This Report: _____

Phone Number: _____E-mail address: _____

Required Signatures:

_____   Date: _____
Chief Administrator – AEA

_____   Date: _____
AEA Board President

Directions:
Write the page(s) on which documentation appears in the APR in the column labeled Page(s) #.
Multiple page numbers may appear in a single box.

		General AEA Accreditation Requirements
Item #	**Page(s) #**	**Annual Progress Report** 281-IAC 72.10(2)
1		The Annual Progress Report is submitted in writing to schools and school districts in the AEA region. 281-IAC 72.10(2) **Guidance:** • A description of how this requirement is met must appear in the APR. • The agency determines the medium for distribution (e.g., electronic, paper, CD-Rom). • The APR must be distributed to accredited nonpublic schools (schools) and school districts.
2		The Annual Progress Report is submitted in writing to the Department. 281-IAC 72.10(2) **Guidance:** • The agency determines the medium for distribution to its other stakeholders (e.g., electronic, paper, and CD-Rom).
3		The Annual Progress Report is made available to the public. 281-IAC 72.10(2) **Guidance:** • How the agency makes the APR available to the general public is an agency decision. • The extent of distribution to the public is an agency decision that is based upon reasonableness and cost efficiency.
4		The Annual Progress Report is submitted annually. 281-IAC 72.10(2) **Guidance:** • The APR must be submitted annually to the Department, schools and school districts, and the public.
Item #	**Page(s) #**	**Progress Toward Agency-Wide Goals** 281-IAC 72.10(2)(a)
5		The Annual Progress Report includes agency-wide baseline data for each agency-wide goal. 281-IAC 72.10(2)(a)(1) **Guidance:** • The agency should include the agency-wide goals established last year and baseline data relating to those goals.
6		The Annual Progress Report includes agency-wide trend line (2000-01, 2001-02, & 2002-03) data that demonstrates progress with each agency-wide goal as a result of services provided in each action plan. 281-IAC 72.10(2)(a)(1) **Guidance:** • The agency should include trend line data that demonstrates progress toward agency-wide goals.

Item #	Page(s) #	**Indicator of Quality: Progress with Targeted Assistance** 281-IAC 72.10(b)(1)
		Highly recommended data sources: • AEA customer satisfaction survey questions • Comprehensive School Improvement Plans – aggregations of LEA needs and goals. • Aggregated feedback from the Department on LEA CSIP and APR deficiencies. **Highly recommended data to be reported:** • Number and percent of respondents within the AEA in the agree or strongly agree category in the AEA customer survey • Frequent or important needs summarized from LEA CSIP and APR information. • Frequent or important needs from Department aggregation of CSIP and APR feedback.
7		The Annual Progress Report includes agency-wide baseline and trend line (2000-01, 2001-02, & 2002-03) information on the AEA addressing specific teacher, school, and school district needs evidenced in local school improvement plans. 281-IAC 72.10(b)(1)(1) **Guidance:** • The APR must include needs assessment data from LEA comprehensive school improvement plans (CSIPs). • Whatever needs assessment data from LEA CSIPs the agency includes in the APR is a local decision.
8		The Annual Progress Report includes agency-wide baseline and trend line (2000-01, 2001-02, and 2002-03) information on the AEA responding to specific student learning needs evidenced in local school improvement plans. 281-IAC 72.10(b)(1)(2) **Guidance:** • "Responding" assumes some sort of AEA action. Evidence of actions in the APR is an agency decision.
Item #	Page(s) #	**Indicator of Quality: Progress with Improved Student Learning** 281-IAC 72.10(b)(2) **Highly Recommended Data Sources:** • ITBS/ITED • School and School District APRs • ACT **Required Data to Collect:** • The following reading, mathematics, and science data are required by state or federal law pursuant to 281-IAC 12.8(3)(a)(1-3): ✓ at least three achievement/performance levels by group and subgroup (gender, race, socioeconomic status, students with disabilities, migrant, and ELL) ✓ number and percentage of all fourth, eighth, and eleventh grade students (by group and subgroup) achieving proficient or higher status *Note: Reporting on students with low socioeconomic status and students with disabilities should follow LEA reporting requirements. There will only be two years worth of data comparing students in these subgroups to student not in these subgroups.* ✓ A minimum of three years of trend line (2000-01, 2001-02, & 2002-03) data by group and subgroup ✓ Achievement data from grades 4, 8, and 11 compared with the state in reading and mathematics, and with the nation in reading, mathematics, and science (only grades 8 and 11 in science) • The number and percentage of students considered as dropouts for grades 7 to 12 by gender, race, students with disabilities, and other subgroups as required by state or federal law pursuant to 281-IAC 12.8(3)(a)(4). Dropouts means the number and percent of students in grades 7 through 12 served by all schools and school districts within the AEA who do not

		attend school or withdraw from school for a reason other than death or transfer to another approved school or school district, or has been expelled with no option of return. • The number and percentage of high school seniors who intend to pursue post-secondary education/training pursuant to 281-IAC 12.8(3)(a)(5). • The number and percentage of high school students achieving a score or status on a measure indicating probable post-secondary success. This measure should be the measure used by the majority of students in the school, school district, or attendance center who plan to attend a post-secondary institution pursuant to 281-IAC 12.8(3)(a)(6). • The number and percentage of high school graduates who complete a core program of four years of English- language arts and three or more years each of mathematics, science, and social studies pursuant to 281-IAC 12.8(3)(a)(7*).*
9		The Annual Progress Report includes agency-wide baseline and trend line (2000-01, 2001-02, & 2002-03) data on student achievement in mathematics. 281-IAC 72.10(b)(2)(1) **Guidance:** _____Percentage of 4, 8, & 11 grade students proficient in mathematics for 2000-01, 2001-02, & 2002-03. _____At least three achievement/performance levels for students in grades 4, 8 & 11 in mathematics. _____ Mathematics achievement data from grades 4, 8, and 11 compared with the state and the nation.
10		The Annual Progress Report includes agency-wide baseline and trend line (2000-01, 2001-02, & 2002-03) data on student achievement in reading. 281-IAC 72.10(b)(2)(2) **Guidance:** _____Percentage of 4, 8, & 11 grade students proficient in reading for 2000-01, 2001-02, & 2002-03. _____At least three achievement/performance levels for students in grades 4, 8 & 11 in reading. _____ Reading achievement data from grades 4, 8, and 11 compared with the state and the nation.
11		The Annual Progress Report includes agency-wide baseline and trend line (2000-01, 2001-02, & 2002-03) data on student achievement in science. 281-IAC 72.10(b)(2)(3) **Guidance:** _____Percentage of 8, & 11 grade students proficient in science for 2000-01, 2001-02, & 2002-03. _____At least three achievement/performance levels for students in grades 8 & 11 in science. _____Science achievement data from grades 8, and 11 compared with the nation.
12		The Annual Progress Report includes agency-wide baseline and trend line (2000-01, 2001-02, & 2002-03) data on student achievement gaps in mathematics. 281-IAC 72.10(b)(2)(4) **Guidance:** _____Subgroup data by three achievement/performance levels for grades 4, 8 & 11 in mathematics for 2000-01, 2001-02, & 2002-03. (i.e., gender, race, socioeconomic status, students with disabilities, ELL, and migrant status subgroups). *If a particular subgroup does not appear in the APR, the agency should document that the total N for that subgroup is less than 10 students agency-wide. Reporting on students with low socioeconomic status and students with disabilities should follow LEA reporting requirements. There will only be two years worth of data comparing students in these subgroups to student not in these subgroups.*

13		The Annual Progress Report includes agency-wide baseline and trend line (2000-01, 2001-02, & 2002-03) data on student achievement gaps in reading. 281-IAC 72.10(b)(2)(5) **Guidance:** _____Subgroup data by three achievement/performance levels for grades 4, 8 & 11 in reading for 2000-01, 2001-02, & 2002-03. (i.e., gender, race, socioeconomic status, students with disabilities, ELL, and migrant status subgroups). *If a particular subgroup does not appear in the APR, the agency should document that the total N for that subgroup is less than 10 students agency-wide. Reporting on students with low socioeconomic status and students with disabilities should follow LEA reporting requirements. There will only be two years worth of data comparing students in these subgroups to student not in these subgroups.*
14		The Annual Progress Report includes agency-wide baseline and trend line (2000-01 and 2001-02) data on student achievement gaps in science. 281-IAC 72.10(b)(2)(6) **Guidance:** _____Subgroup data by three achievement/performance levels for grades 8 & 11 in science for 2000-01, 2001-02, & 2002-03. (i.e., gender, race, socioeconomic status, students with disabilities, ELL, and migrant status subgroups). *If a particular subgroup does not appear in the APR, the agency should document that the total N for that subgroup is less than 10 students agency-wide. Reporting on students with low socioeconomic status and students with disabilities should follow LEA reporting requirements. There will only be two years worth of data comparing students in these subgroups to student not in these subgroups.*
15		The Annual Progress Report includes agency-wide baseline and trend line (2000-01, 2001-02 & 2002-03) data on drop out rates. 281-IAC 72.10(b)(2)(7) **Guidance:** _____Number and percentage of students as drop-outs in grades 7-12 by gender, race, students with disabilities. • The agency should be able to compile these data from LEA Annual Progress Reports. Please refer to the individual LEA APR Checklists for these data.
16		The Annual Progress Report includes agency-wide baseline and trend line (2000-01, 2001-02, & 2002-03) data on preparing students for post-secondary success. 281-IAC 72.10(b)(2)(8) **Guidance:** _____Number and percentage of high school students achieving a score or status on a measure indicating probable post-secondary success. _____Number and percentage of high school seniors intending to pursue post-secondary education/training. • The agency should be able to compile both sets of these data from LEA Annual Progress Reports. Please refer to the individual LEA APR Checklists for these data.
17		The Annual Progress Report includes agency-wide baseline and trend line (2000-01, 2001-02, 2002-03) data on students who complete a core program. 281-IAC 72.10(b)(2)(9) **Guidance:** _____Number and percentage of high school graduates that completed a core program. • The agency should be able to compile these data from LEA Annual Progress Reports. Please refer to the individual LEA APR Checklists for these data. •
Item #	**Page(s) #**	**Indicator of Quality: Progress with Improved Teaching** 281-IAC 72.10(b)(3) **Highly recommended data sources:** • AEA customer survey questions: Extent to which teachers indicate that participation in AEA services enabled them to improve instruction or job-related practices. • Professional development surveys or follow-up to training (AEA initiatives) or other AEA data.

		Highly recommended data to be reported: • Number and percentage agree or strongly agree disaggregated by teaching area. • The manner in which data are reported for the professional development follow up will depend on the additional data source selected.
18		The Annual Progress Report includes agency-wide baseline and trend line (2000-01, 2001-02, & 2002-03) data in improving teaching in mathematics. 281-72.10(b)(3)(1) **Guidance:** • The district is encouraged to report data from the customer satisfaction survey by content area. • The agency is encouraged to provide other data to support improved teaching like implementation data and effectiveness data.
19		The Annual Progress Report includes agency-wide baseline and trend line (2000-01, 2001-02, & 2002-03) data in improving teaching in reading. 281-72.10(b)(3)(2) **Guidance:** • The district is encouraged to report data from the customer satisfaction survey by content area. • The agency is encouraged to provide other data to support improved teaching like implementation data and effectiveness data.
20		The Annual Progress Report includes agency-wide baseline and trend line (2000-01, 2001-02, & 2002-03) data in improving teaching in science. 281-72.10(b)(3)(3) **Guidance:** • The district is encouraged to report data from the customer satisfaction survey by content area. • The agency is encouraged to provide other data to support improved teaching like implementation data and effectiveness data.
Item #	**Page(s) #**	**Indicator of Quality: Progress with Resource Management** 281-IAC 72.10(b)(4) **Highly recommended data sources:** • AEA cost efficiency survey. (See AEA Reorganization Study recommendations.) • AEA customer satisfaction survey. **Highly recommended data to be reported:** • Evidence from AEA cost efficiency survey. (See AEA Reorganization Study recommendations.) • Number and percentage of respondents indicating agreement or strong agreement in the customer satisfaction survey.
21		The Annual Progress Report includes agency-wide baseline and trend line (2000-01, 2001-02, & 2002-03) data on delivering cost-efficient services. 281-IAC 72.10(b)(4)(1) **Guidance:** • The agency should address efficiency of services. Specific information on efficiency is a local decision. • Examples of efficiency should be noted if possible.

22		The Annual Progress Report includes agency-wide baseline and trend line (2000-01, 2001-02 & 2002-03) data on delivering timely services. 281-IAC 72.10(b)(4)(2) **Guidance:** • The data the agency provides about delivering timely services is a local decision. • Examples of timely services should be included.
Item #	Page(s) #	**Indicator of Quality: Progress with Customer Satisfaction with Services** 281-IAC 72.10(b)(5) **Highly recommended data sources:** • Participation: AEA customer survey questions. • Satisfaction with quality: AEA customer survey questions. **Highly recommended data to be reported:** • Number and percentage of respondents indicating agree or strongly agree on the above items.
23		The Annual Progress Report includes agency-wide baseline and trend line (2000-01, 2001-02 & 2002-03) data on levels of customer participation in AEA services. 281-IAC 72.10(b)(5)(1) **Guidance:** • The agency should include data from the Customer Satisfaction Survey on participation in AEA services.
24		The Annual Progress Report includes agency-wide baseline and trend line (2000-01, 2001-02, & 2002-03) data on levels of customer satisfaction with quality of AEA services. 281-IAC 72.10(b)(5)(2) **Guidance:** • The agency should include data from the Customer Satisfaction Survey on levels of satisfaction with services.